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ABSTRACT

A project was undertaken at Ricks College to develop a systematic library-use instructional model to be integrated into the existing genealogy curriculum. In addition to surveying relevant literature and making appropriate contacts with two- and four-year academic libraries, a needs assessment was conducted, instructional objectives were written, library competencies were determined, student reading material and assignments were developed, and several evaluation instruments were designed. As a result of these efforts, a library instruction unit was developed, covering: (1) an overview of library use for geneological research; (2) a self-guided tour of the learning resources center; (3) the use of library catalogs and the arrangement of library materials; (4) the use of reference materials and reference services; and (5) analysis of a pedigree chart or family group sheet and determination of sources to be used to locate the missing information. The instructional model was implemented in five beginning geneology classes during spring 1985. At the conclusion of the unit, student assignments were given. The mean score on the assignments ranged from a low of 79% on the search strategy assignment to a high of 93% on the reference material assignment. Students who completed the course had more positive attitudes toward libraries than they had before taking the unit and had greater library skills than students who did not take the course. Appendices to the project report contain the survey instruments, guidelines for bibliographic instruction, information on other bibliographic instruction programs, course objectives, and course reading material and student assignments. (EJV)

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DEVELOPMENT OF A CURRICULUM INTEGRATED LIBRARY-USE INSTRUCTIONAL MODEL: A SYSTEMATIC APPROACH

by

Neal S. Southwick

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

June 1985

JC 860 554

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Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
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Library-use instruction is a national concern. Specific studies and general observations of college libraries indicate that many students do no know how to use a library effectively. A survey of genealogy students, genealogy faculty, and librarians at Ricks College indicated that library skills were essential to college success in general and to genealogical research in particular. Library skills taught in the genealogy courses lack depth and have little general application. The purpose of the Major Applied Research Project was to develop a systematic library-use instructional model to be integrated into the existing genealogy curriculum at Ricks College.

Procedures and Methodology

Appropriate literature was reviewed, two-year and four-year academic libraries were contacted, other genealogical or library organizations were contacted, a library competency test was constructed, and an attitudinal survey was devised. Following the data gathering, the model was developed, implemented, and evaluated. Implementation occurred during the spring semester, 1985. Following the implementation a library skills competency test was administered to all genealogy students. The results were compared statistically with the results of the same test administered to the genealogy students who did not have the benefit of the model during fall semester, 1984. The control group consisted of 81 students and the experimental group consisted of 84 students. An independent t-test was used to compare the mean test score, using the .05 level of significance. A comparison of cumulative GPA was made between the two groups to insure that they were comparable to collegiate ability.

This study was primarily a developmental study. However, the instructional model was implemented and an evaluation of its effectiveness was tested. Therefore, the evaluation hypothesis was: There will be a significant difference in the mean test score of the library competency test between the students who received instruction using the library-use model and those who did not receive instruction using the model. The null hypothesis for this study was: There will be no significant difference in the mean test score between students who have received instruction using the library-use model and those students who have not received instruction using the model.

Results

This study resulted in the development of an instructional model used to integrate library-use into genealogy curricula.

Material developed as part of this study included: instructional objectives, reading material, student assignments, an attitudinal survey, a student evaluation, and a library skills competency test. The comparison of the library skills test between the control and experimental groups showed a significant difference in favor of the experimental group, those who received instruction from the new instructional library-use model.

Conclusions and Recommendations

This study showed that when appropriate methods of instruction are used, library skills can be integrated effectively into classroom instruction. The study also pointed out that appropriate statistical evaluations can be done. Recommendations that came from the study included: (1) The model should be incorporated into the fall 1985 curriculum at Ricks College; (2) The results of the fall 1985 work should be evaluated and compared with the results of this study; (3) The instructional objectives, reading material, student assignments, and the evaluation instruments should be reviewed and revised as necessary prior to fall 1985; and (4) The instructional model should be adapted for use in the advanced genealogy classes.

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Chapter 1

INTRODUCTION

The purpose of this Major Applied Research Project (MARP) was to develop a curriculum model designed to integrate library-use instruction into the beginning genealogy course at Ricks College, Rexburg, Idaho. Course-integrated library-use instruction refers to "library instruction which is presented as an integral part of an academic course. It is usually done in conjuction with an instructor's library research assignments" (Heard 1981:6).

Knowing how to use a library is fundamental in achieving the primary goal of a university education. That goal, according to Kilpatrick (1980:9), is to prepare students for a lifetime of self-directed learning. The role of the academic library, as stated by Lynch (1980:127), is of central and critical importance in meeting the instructional and scholarly needs of the college student. The character of the college library should be that of an "active participant in the educational process itself" (Lyle 1974:7). The aim of an undergraduate education should be to develop "intelligent persons who, independently, can locate and access the sources of information needed for a wide variety of intellectual, social and personal concerns" (Frick 1975:12). In explaining the nature and role of the library, Kaplan (1964:296) stated, "Everything in the library must ultimately be related to its uses, and these uses in turn must ultimately be dependent upon the users." Gwynn (1954:316) said:

> the skill required to use a library--that enables the student to select, from that portion of society's memory which is represented by his college or university library collection, those materials pertinent to his problems--seems to be one of the skills which the college exists to provide.

For students studying genealogy, the first objective is to gather the basic genealogical facts from their relatives (Wright 1974:1). Following that acquisition, they are ready to begin the research process at the library. Jonasson (1978:26) pointed out that "Libraries are the storehouses of a tremendous variety of books and material indispensable to successful genealogical research."

The basic genealogical course at Ricks College in Rexburg, Idaho, was revised by implementing the library-use model during the spring semester, 1985. The instructional model was developed after data were collected from the following sources: (1) the Ricks College genealogy faculty; (2) the Brigham Young University (BYU) genealogy faculty (who teach similar courses); (3) materials obtained from a thorough review of the literature; and (4) materials on library instruction obtained from the academic library world. An evaluation of the learning that occurred as a result of using the model was also made.

Nature of the Problem

National Level

This study addressed a need for instructional innovation in higher education as such innovation relates to library use. Across the nation, problems with library use have been reported. Wiggins

(1972:473) stated that patrons walk out of libraries every day convinced that there was nothing on their topic, although there may have been a great deal available. They simply did not know how to find it. Adams (1980:83) joined in stating: "During the last fifteen years, academic librarians have become conscious of the fact that many library users do not know how to use libraries effectively." It is not only effective use brought into question but efficient use as well. Ormondroyd (1984:395) commented that students have failed at using libraries efficiently "at a time when having access to information has become more important than ever before." Robert C. Spencer (1978:1022), a university president, added:

> The Library is an expensive and highly visible campus fixture, a symbol of the learned professions, of intellectual curiosity and wonder, and of the diversity and unity of the academic world. The library is, however, one of the least used and understood resources on most campuses.

A major study at the University of Pittsburgh (Kent 1979:199) revealed that many of the library materials were seldom or never used. Despite college libraries offering tours, explanations, and assistance from librarians, Baker (1981:iii) stated, "many college students remain puzzled by card catalogs, can't find books they need, and fail to use many of the important resources of the library." Starkey (1974:176) believed that too many college students lacked library proficiency. As such problems have become acute, Wagner (1973:48) said they amounted to a "crisis." Breivik (1982:1) carried the concern a step further when she questioned the usefulness of libraries.

> Libraries have long championed the concept of free access to information; however, such access will be meaningless if the majority of citizens are ignorant not only of the quantity and scope of information available in libraries, but also of how to get that information and utilize it.

Four of the causes of non-use of libraries have been identified by librarians as: first, the old "traditional" type of library instruction (Homick 1984:399); second, student complacency (Whildin 1972:235); third, misunderstanding of the complexity of library systems (McCarthy 1982:36); and fourth, faculty attitudes (Passarelli 1974:126). The way in which typical library instruction is given contributes to the problem of non-use or ineffective-use. For example, the orientation tour has been, and is, the most common form of library-use instruction. Despite its popular use, Homick (1984:399) pointed out that the typical library tour is generally criticized for being noisy and disruptive, lacking motivational drive, and being ineffective. In addition to the tour, other traditional features of library instruction center around the card catalog, periodical indexes and reference books, usually given without relevance. Often instruction is little more than a brief description of these sources with a concluding statement from the librarian to the students to simply go and use them. Even where worksheets have been employed, without direct relationship to the students' course work, they have no practical value (Hackman 1971:300).

Regarding student complacency, Whildin (1972:235) stated that most college students believe that they should already know how to use a library by the time they get to college. Because of this belief, she continued, they are often embarrassed by--and hesitate to admit--their ignorance, even though they may be willing to accept responsibility for their inability. Another cause, as described by McCarthy (1982:36), is the degree to which library users underestimate the complexity of library systems. Some students accept the assumption that because they were able to use their high school library with some elementary library skills, they can therefore adequately use a college library. When faced with the realities of serious research, the student may therefore fail. Lindgren (1978:71) called the idea that libraries are easy to use a myth that "grievously wants exploding."

The last cause under consideration deals with faculty attitudes. In Passarelli's (1974:126) study, it was found that, "Faculty attitudes are cited as a major problem in developing instructional programs at a number of institutions." She further pointed out that in libraries that tried to initiate course-related instruction, the faculty were hesitant about accepting librarians as teaching partners. In other institutions, she found that faculty would not request help from librarians. Pearson (1980:403) stated, "As instructors see it, so much material must be covered that the teaching of skills gives way to content." He then suggested that logic would favor "a mixture of 95 percent substance and 5 percent skills so that the student can continue learning when the course is over" (Pearson 1980:406). In a dissertation which dealt with college teaching and the library, Knapp (1958:829) focused on factors that caused students to use the library. She stated that the only decisive factor was the instructor's attitude; "Where the instructor expected and planned for student use of the library, it occurred. Where he did not, it did not occur." In a survey conducted during spring semester 1983 (Southwick 1984:18), 50 percent of the faculty at Ricks College indicated that students did not need to use the library for success in their class work. In addition, 47 percent of the faculty stated that they could teach their course work adequately without the existence of the library. This is substantiated by Golden (1981) in a doctoral dissertation where he stated that "48 percent of all the instructors did not consider student library use to be essential for academic success in their class."

College libraries have the capabilities to correct this basic lack of library use by creating and using appropriate library instruction (McCarthy 1982:40). The potential of library instruction is recognized, though not yet fully realized. Kennedy (1970:1453) summarized:

> College librarians have a great longing for the library to serve as "the heart of the college." For a few students this is the case, but the sad fact is that for most students the library is little more than a study hall. The greatest benefit of an effective program of library instruction is that it can bring the library into its rightful position as an essential element in a college education.

Institutional Level

Currently, at Ricks College, the only formal library-use instruction given is through a one-credit (unit) library science course offered by the education department. The course carries elective credit, and few students take it. In addition to the formal class, the study skills laboratory uses a library guide which is used by some students. Also, the reference librarian (McPheeters 1984) reported that fewer than ten percent of the teachers in the English and Social Science Departments bring students to the library for a brief orientation, and these conduct little follow-through. Both Rader (1974:280) and Cowdrick (1979:4) reported that elective bibliography courses reach less than one to five percent of the student body. Pearson (1980:403) stated that if students were required to take a separate library research class, they would view it as being irrelevant to their current situations. He added that the skills would be lost in a year or two when they would need them for upper division work. Kennedy (1972:20) stated, "Most students do not feel the need for bibliographical instruction until they have chosen their majors and really are ready to dig into the literature of their field." Pearson (1980:403) concluded, "is there anything drearier than trying to teach library skills to freshmen who see little point to what they are doing?"

Departmental Level

In the genealogy curriculum at Ricks College, library instruction has evolved into what could be called "routine exposure." The library skills that are taught lack depth and do not give students enough working knowledge to function outside of a class project. The value of learning genealogy is in the application of how to do the research necessary to discover new ancestral information. However, those doing genealogical research tend to become isolated in the use of specialized sources in their field at the expense of becoming well-rounded in the essentials of correct library use (Bidlack 1978:xxiv). This deficiency was pointed out in a 1980 survey of professional genealogists (Southwick 1980:10), wherein "only 30 percent of the researchers surveyed said they were prepared in library science skills." V. Ben Bloxham, a prominent genealogist and professor of local and family history at Brigham Young University (BYU) stated in a recent letter, "There is a critical need for students who pursue genealogical studies not only to become aware of library principles and practices, but also to become skilled at using the entire library" (see Appendix A).

This study addressed the need for library-use instruction to be integrated into the genealogy curriculum at Ricks College. Cook (1981:21) advocated a systematic approach to planning an instructional program. This MARP emphasizes the need to develop the library-use instructional model by using such a systematic approach. Dean R. Sorensen, academic vice president of Ricks College stated in a letter, "Your study is sure to make an impact upon the educational atmosphere in your department as well as in other areas of the college as other faculty hear about your work" (see Appendix A).

In a library-use needs survey conducted during fall semester, 1984, 91 percent of the students in the beginning genealogy course agreed that library skills are necessary for success in college. All nine of the librarians and genealogy faculty who responded to the survey agreed that these library skills should be integrated into appropriate courses where library-use skills are needed. This survey was presented in the form of an opinionnaire designed to collect data from students and faculty regarding their perceptions of the value of library skills. The survey instrument (see Appendix B) was written, pilot-tested with ten students and three faculty, revised, and then administered to 80 beginning genealogy students (the entire population of four genealogy classes) as well as to six librarians and three genealogy faculty members.

Background and Significance

Religious Influence

Ricks College is a private two-year college, owned and operated by the Church of Jesus Christ of Latter-day Saints (Mormon), drawing students from every state within the United States as well as from about 20 foreign countries. Ninety-eight percent of the students of Ricks College are members of the Mormon Church. This has an influence upon what is taught in the curriculum. One of the important components of Mormon doctrine relates directly to genealogy. For example, Mormons believe that in God's plan for the salvation of His children, two essential elements are: (1) Jesus Christ is the only name by which authority is given for man's salvation (Acts 4:10-12); and (2) every man and woman must accept the gospel of Jesus Christ and receive its ordinances by that authority or they cannot be saved (John 3:5; Mark 16:15-16).

Mormons believe that those who had no opportunity to receive the gospel of Jesus Christ while in mortality will be given that opportunity in the spirit world (place of waiting for final judgement). The necessary ordinances (such as baptism and eternal marriage), however, must be performed for the dead by living people. The process of properly identifying the dead and performing proxy ordinances in their behalf in a temple is part of the work of Mormon genealogy. Thus, Mormons gather the records of their families as far back as they can trace them in order to verify their family relationships.

Educational Value of Genealogy

Though Mormons have this "spiritual" tie with genealogy, there is redeeming value in genealogy and family history in the area of education as well. Roots author, Alex Haley (1977:92) stated,

> Family history moves students because it gives a sense of self, a sense of dignity, a sense of worth, and a sense of being part of. Fundamentally, all human beings have a psychic need to know who they are.

Bennett (1980:69) suggested that genealogy was more than just collecting names of one's ancestors. "From it, the students may obtain information which might help to document family history as well as learn a great deal about the history of the United States." Workman (1972:234) added, "Genealogy has proved to be a dynamic vehicle for generational communication, as well as vital and relevant to the individual student trying to comprehend his total world of past and present."

Systematic Approach

With the value of genealogical research being accepted in many circles, whatever the rationale, a systematic aproach to the research is crucial. Mayhew (1979:221) pointed out that using a systematic approach in designing curriculum improvements will result in a better educational program. Gagne (Miller 1982:386) proposed that it is possible to represent the instruction of any intellectual skill in a "valid, ordered sequence." Bloom (1973:94) has been an active proponent of the idea that students learn what is taught to them and they also master the skills if appropriate methods and materials are discovered and used. Cohen (1973:54) stated that the purpose of any education is to bring about change in people. The trial-and-error method of learning how to use research materials in a library is not efficient.

Need for Library Instruction Historically

The need for instruction in using library materials at the college level has been recognized for over a century. In his annual report of 1883, Frederick A. Barnard (1972:1), president of Columbia University, said that the average college student was ignorant of the greater part of the bibliographical process. He recommended, "A little systematic instruction would so start our students in the right methods, that for the rest of their lives all their work in libraries would be more expeditiously accomplished." Three years later, in 1886, at the annual conference of the American Library Association, Edwin H. Woodruff (1886:221) of the Cornell University Library stated that it was the duty of a college library staff to teach the student how he/she may seek out and use books. He said further that the student "should feel that the college has done all it can for him when it has led him into the library and taught him to love, reverence, and use its contents."

In 1902, President Harper (1902:458) of the University of Chicago stated that "the library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books . . . but the giving of instruction concerning their use." Henry Wriston (1937:64-5) in writing about the nature of a liberal college in 1937, stated:

> The fundamental aim is to induce students to use books for many sorts of purposes. The first is for work, for study. When the freshman enters college, he comes for the first time into contact with a library designed primarily for that

> purpose. The character of his work requires him, as never before, seriously to search for the right books, and to use them wisely. Immediately there is a temptation to instruct him in the use of the library directly. That is often done in lectures during Freshman Week, or in a short orientation course. While it is the obvious thing to do, it is really putting the cart before the horse; a student does not learn by being told how to use the library, but by using it. Moreover the responsibility for the use of the books should not be centered in the librarian, but in the faculty. All the work of instruction must be so organized that the student will need library books. Once that need is clear to him, he is in a mood to learn how to supply it. His first efforts will be awkward and clumsy, as all first efforts are, but if he is convinced that he is going to use the library frequently in the work in science, in literature and the humanities, as well as in the social studies, he will want to know how to use it effectively. Moreover his use of the library is not merely a phase of some fraction of his course of study; it becomes an inevitable part of his whole college experience.

In the spring of 1937, the officers of the Association of American Colleges recognized that the college library should be coordinated more effectively with all educational programs (Branscomb 1940:vii). They outlined three major needs: (1) a development of more interest in library administration on the part of the teaching faculties and college administrative staffs; (2) a better understanding and more interest in the educational program of the college on the part of the library staff; and (3) a better organized, housed and administered library so that all concerned will consider it to be an indispensable feature of the educational process. From this beginning emerged a monumental and far-reaching study on library-use conducted by Dr. Harvie Branscomb (see chapter two).

Current Need for Library Instruction

The need for library-use instruction currently is even greater, as access to information has become more important than at any previous time (Ormondroyd 1983:395). Education in the use of library materials should not be limited to simply giving instruction to students. Library instruction is effective when it is relevant and given at the time of need (Bodi 1984:59). "Real learning takes place when students actually use the sources, not just when they see them used" (Kennedy 1970:1452). If students are to retain their learning, then involvement and participation are key factors in the educational process (Homick 1984:396).

The most appropriate library instruction presented by many librarians is course-related or course-integrated library instruction. Hills (1974:258) called for "active methods of instruction which involve the student and which are both integrated with the academic course and carefully structured so that the student progresses with full understanding." McInnis (1974:34) wrote that all efforts at library instruction would fail unless the principles underlying the conceptual structure of the discipline were included. His rationale was that students lacked the background and perspective of the discipline. By including principles and concepts, McInnis believed that students research projects could be a rewarding experience. Foley (1980:89-90) added, "Library instruction programs need the credibility, the reinforcement that is derived from the integration of classroom and library experience." Knapp (1958:831) pointed out that if the college expressed any desire for students to acquire an appreciation for books and reading, these objectives should be implemented through the curriculum. Knapp (1966:131) also proposed that if librarians were willing to participate with faculty in course planning, library-use could be built into courses that are planned.

Although some librarians still use the separate bibliography course (Kennedy 1972:19), the current trend is toward course-related or course-integrated library instruction. Kennedy (1972:20) pointed out three strong arguments against a separate library instruction course. First, he said, "neither librarians nor students can long tolerate subject matter which is so intrinsically dull." Second, if only one percent of the student body would elect to take the course (Rader 1974:280), librarians should not be satisfied to leave the other "99 percent in bibliographical darkness." Third, most students do not accept a separate course that teaches bibliography. After having used library instruction as a part of his general biology course, Harvey (1976:31) stated,

> I believe that the student is more successfully motivated to use the library when library skills are integrated into the curriculum as a fundamental component of the learning process or philosophy of a course. Skills become real for students when relevant examples presented as a demonstration by the librarian can focus reference sources and devices on a specific library assignment. The students' efforts can then result in a definite expansion of the classroom experience that is faculty reinforced.

Genealogy and Library Instruction

An instructional model designed to integrate library-use skills and genealogy principles will address both cognitive and affective needs of students. The students will learn specific skills involving library service locations as well as the use of materials catalogs and selected reference materials. They will also be able to feel a great degree of self-confidence in doing research as well as gaining a greater appreciation for thorough and efficient research (Beubien 1982:25). Gagne (1979:11) pointed out that "an ultimate goal of instruction is to insure that the student becomes an efficient self-learner."

One of the most frustrating experiences for a person attempting to do genealogical research is to spend time in a library and be unsure of what to do. Library-usage instruction within the structure of the genealogy course will make the sources of research relevant to the student. Herrscher (1973:17) maintained that, "Students usually find course work relevant if it relates to their personal interests, . . . provides background for future study . . . or develops personal skills." Acquiring library skills in one area has the potential of preparing students for a better quality of life-long learning in many areas. Not only can there be a high degree of transfer of learning skills (Bodi 1984:60), but studies have provided convincing evidence of a positive relationship between library instruction and attitudes toward the use of the library (Pearson 1982).

Significance

The major focus of this study concerns the development of appropriate library-use instruction to be integrated into academic course work. Although library-use instruction is a part of most college libraries, Heard (1981:7) pointed out that few "offer a course-integrated approach." He also stated that even the individual consultation method is, unsystematic. The value of course-integrated instruction was specified by Heard as he stated, "It commands attention from the students because it is timed to coincide with class assignments (Heard 1981:7).

The significance of this study to Ricks College can be viewed in two ways. First, the college itself claims to provide the students with challenges for academic achievement (Ricks 1984:8). Second, the Mission Statement (1979:1) of the Ricks College Learning Resources Center (LRC) makes a strong committment for the LRC to play an active role in student learning and in supporting the academic needs of the college. These goals are supported by Allen (1982:56) when he stated, "Learning how to use the library should be an integral part of the educational process." Also, it is important to point out that educational change seems to come more rapidly and more easily at the two-year college than is often observed at the university (Cowdrick 1979:7-8).

In 1980, the Ricks College LRC developed a philosophical statement on library instruction. It consisted of a three-level plan. Level one concentrated on the physical layout of the facilities; level two focused on the basic search tools, primarily the card catalog and general periodical indexes; and level three moved the student into search strategies for their specific disciplines (see Appendix C). This document was used as the philosophical basis for the development of the library-usage instructional model.

The library instructional model, as developed by this study, can have value for all departments of the college. The director of the LRC stated in a letter that "the process used to teach effective library usage in the genealogy courses can serve as a model for other departments that have a need for library research" (see Appendix A. Supporting this study, the chairman of the Religion Department and the chairman of the Division of Religious and Family Living, agreed that the study has broad potential value (see Appendix A).

Research Questions

In an independent survey conducted during the spring semester 1983 (Southwick 1984:18), the faculty at Ricks College were asked: "How often do your students understand how to locate library material they need?" Only 27 percent responded "very frequently" or "frequently." These responses indicate that in the perception of the faculty, too few students know how to find library materials. This supports the national trend as suggested by Allen (1982:56):

> Most students are spectacularly deficient in library skills. As a reference librarian at a university library, I see daily evidence that many students are library illiterates, and, from what I can gather, this situation is general throughout academe. A surprising number do not know how to look up a book in the card catalogue and have no idea what a call number is or how to use it to find a book. It is rare indeed to encounter a student who understands the mysteries of locating an article through a periodical index and then tracking it down using the library's serials catalogue.

For students of genealogy, as in many other fields, library competency is essential for success. Since a major portion of their time is spent in library research, genealogy students need to become acquainted with general library policies and procedures as well as library holdings (Wright 1974:25). This can best be accomplished by instructors having a library-use instructional model to follow as they integrate library instruction into genealogy courses. An integrated system of library instruction appears to be a realistic way to reach college students. Allen (1971:1) maintained that the problem has been with the so called "process" of education. He said:

> The college library has often been considered as one of the most important services in implementing the instructional program, the heart of the college. But too

> often the process of education fails to rely upon the vast resources present on each campus and to integrate these resources into the instructional program.

The separate library science course taught at Ricks College has been appropriate for the students who are highly self-motivated or who are employed by the LRC. However, the numbers of class attendees are small, and many students who take the class just to fill credit lose interest quickly (McPheeters 1984). Allen (1982:56) said that a library-use component should be incorporated into a variety of individual courses rather than promoting a separate course on how to use the library.

When improvement in curriculum is needed, the most important action upon which to develop appropriate changes is the needs assessment (Cook 1981:21). A needs survey (see Appendix B) was conducted during fall semester, 1984, in the beginning genealogy classes at Ricks College. Eighty students were present on the day of the survey. Eighty-three percent agreed that Ricks College should offer learning opportunities in library skills to all students. Ninety-one percent agreed that knowing how to use a library was an important skill for people who want to do genealogical research. Seventy-eight percent agreed that individual departments could effectively utilize library-use skills as part of all of their curricula. Of the nine librarians and genealogy faculty who responded to the survey, 100 percent agreed to all three statements: (1) Ricks College should offer learning opportunities in library skills to all students; (2) Knowing how to use a library is an important skill for people who want to do genealogical research; and (3) Individual departments could effectively utilize library-usage skills as part of their curricula.

Before an integrated library-use instructional model was developed, the following questions were addressed:

1. What general library skills, as perceived by librarians, are needed by anyone who desires to use the library ?
2. What library skills, as perceived by genealogy instructors, are needed by those doing genealogical research?
3. What library skills, as perceived by genealogy students are needed by those doing genealogical research?
4. What are other schools or institutions doing to teach library skills to genealogical researchers?
5. How can library skills be effectively taught within the curriculum structure of a specific course?
6. Does using an integrated library-use instructional model in a genealogy course significantly increase either the students' cognitive knowledge of the library, or the students' attitude toward the library or librarians?

The answers to these questions are included with the results of the study in chapter four.

Hypotheses

This study was primarily a developmental study; the development of a curriculum instructional model. However, the model was implemented and an evaluation of its effectiveness was tested. The evaluation of cognitive gains was designed using a control group/experimental group, post-test only, scheme. The evaluation of attitude improvement was designed using a pre-test/post-test strategy, testing only the experiemental group. Therefore, two hypotheses were stated and tested based upon research question number six (Does using an integrated library-use instructional model in a genealogy course significantly increase either the students' cognitive knowledge of the library, or the students' attitude toward the library or librarians?). The evaluation hypotheses were:

1. There will be a significant difference in the mean test score on the library competency test between the students who received instruction using the library-use model and those who did not receive instruction using the model.
2. There will be a significant improvement in the attitude of students toward the library or librarians after receiving instruction using the library-use model.

Definition of Terms

Affective needs: Those needs fulfilled by emotions or feelings rather than through thought processes.

Bibliographic instruction: Methods, procedures and content used in teaching students how to use a library effectively. This term is used interchangeably with the term "library instruction."

Cognitive knowledge: That which comes to be known through perception, reasoning, and experience.

Course-integrated: Instruction that is part of the course content, including objectives. For library instruction to be course-integrated, assignments whose primary objective was to increase the students' level of library competency in that course's particular subject material would be included.

Course-related: Library instruction that is used in conjunction with a subject course. The degree of involvement would not be as heavy as in course-integrated instruction.

Faculty attitudes: The willingness of the faculty to emphasize library research in their teaching and/or cooperation with a librarian to include library work in the subject course.

Family group record sheet: A form on which an individual family's names, dates and places are recorded.

Family history: The tracing of ancestors and the compiling of the resulting facts into a story.

Genealogy: The tracing of ancestors and the recording of data in the form of a pedigree chart.

Gospel: The teachings of Jesus Christ as contained in Holy Writ.

Library instruction: See bibliographic instruction

Library orientation: Refers to a brief introduction to the library.

Library skills: Basic skills to include being familiar with physical locations, use of library catalog, and use of indexes.

Library tools: Resources to assist in using a library such as the card catalog, reference books, periodical indexes, media, and library guides.

Library-use: An expected level of competence in the use of a college library.

Library-usage instructional model: A segment of instruction designed to teach library skills which are integrated into a specific curriculum.

Mormon: Another name of the Church of Jesus Christ of Latter-day Saints (LDS). The name comes from one of the church's books of scriptures entitled The Book of Mormon--Another Testament of Jesus Christ.

Needs survey: A method of determining the justification for library-

Needs survey: A method of determining the justification for library-use instruction at Ricks College.

On-line catalog: A computerized catalog of materials housed in a library accessed through a computer terminal.

Opinionnaire: A written instrument to solicit opinions of the value of library-use on the college level.

Ordinances: Ceremonies performed in either in the local church building or the temple of the LDS Church.

Pedigree analysis: The genealogical equivalent to the librarians "search strategy." Specifically, analyzing the pedigree chart to determine what information is needed.

Pedigree chart: A form used to show family ancestry, usually in ascending order. It can also be shown using descending order.

Search strategy: An organized pattern designed to solve a problem by locating needed library materials.

Spirit world: In the teachings of the LDS Church, a place of waiting for the spirits of all people after they die until the resurrection and final judgement by Christ.

Systematic approach: An orderly process used to develop an integrated curriculum model.

Temple: A special building where the sacred ordinances of the LDS Church are performed.

Transfer of learning: The influence that the existence of an established habit, skill or idea exerts on the acquisition of new learning in another similar condition or situation.

Limitations

1. This study deals with a developmental model for Ricks College, designed for its special needs. The model, as developed, may not be applicable to other institutions.
2. The pilot studies of the instruments to ascertain internal validity of the faculty input was conducted on a small sample due to the limited number of genealogy instructors involved.
3. The opinionnaire used as the needs assessment survey was designed for use with a specific population at Ricks College. Although it was anonymous, conditions of administering it were not ideal. It was administered during regular class time at the end of the semester by the instructor of the course.
4. The samples used for data collection were limited to the number of students enrolled in genealogy, members of the genealogy faculty, and Ricks College LRC librarians.
5. The data gathered for evaluative purposes were limited to the number of genealogy students present on the days that the tests were administered.
6. The input for the library competency test was limited to the Ricks College genealogy faculty.
7. The design of the library-usage model was limited to the beginning genealogy course.

Assumptions

Basic assumptions are as follows:

1. If students are effective library users, the quality of their education should be improved.

2. The typical one-hour library orientation usually given students is not adequate instruction.
3. Students need to understand both the basic theory of library usage as well as the use of specific sources (Farber 1974:158).
4. Students pay attention to instruction in library skills as they become immediately useful and relevant to course content (Farber 1974:154-5).
5. Students learn library use more readily when given an opportunity to work in small groups with the active involvement of their instructor (McInnis 1974:34).
6. The opinionnaire used as the needs assessment survey was a appropriate method of collecting data to justify this study.

Summary

The purpose of this MARP study was to develop a curriculum model designed to integrate library-use instruction into the beginning genealogy course at Ricks College. A need for library instruction on the collegiate level is evident. That need exists at Ricks College institutionally as well as departmentally. Library instruction has a natural connection to genealogy as many of the sources needed to do genealogical research are housed in libraries. The issue then, deals with the most effective way to teach library-use to genealogy students. The method this study investigated was course-integrated instruction. The study was primarily a developmental study using a systematic approach. However, the model was not only developed but it was also implemented and evaluated.

Chapter 2

REVIEW OF RELATED LITERATURE

Concern about library-use instruction is evident in the literature as much has been written about it for over a century. Penland's (1975:147) article on library instruction in the Encyclopedia of Library and Information Science contains 105 references. Givens' (1974:169) article in Advances in Librarianship lists 114 items in the bibliography. Bonn's 1960 (Kennedy 1971:277) bibliographic essay cites about 400 items with the earliest beginning in 1876. A 1979 bibliography (Lockwood 1979) on library instruction contains 166 pages and over 900 briefly annotated entries. For recent materials dating from 1980, a search of Library Literature, Education Index and Resources in Education (ERIC) revealed over 1200 items dealing with library instruction. Approximately 450 of these items deal with the college and university level.

In addition to the volume of written material on library instruction, interest in it is also exhibited by the national conferences which are held annually and by the proliferation of library instruction clearinghouses. One such national conference on library instruction is the annual "Conference on Library Orientation" held at Eastern Michigan University. This conference has been held since 1971, with the proceedings published annually. The papers delivered at this conference touch all aspects of library instruction (Kirkendall 1982:ii). Following the first conference in 1971, a national clearinghouse for library instruction materials was organized. This clearinghouse, the Library Orientation Exchange (LOEX), is housed in the Center of Educational Resources at Eastern Michigan University. It functions as a cooperative clearinghouse for orientation and instruction information and materials. Three major objectives of LOEX (Bolner 1975:53) are to:

1. facilitate communication among academic libraries with orientation and instruction programs;
2. assist academic libraries interested in developing such programs; and
3. aid individual librarians and library science educators and students in their research endeavors.

Since 1971, 17 different library instruction clearinghouses have been established including three national, two regional, ten state, and two specialized centers. In additon to the clearinghouses, there have been ten directories or handbooks of library instruction programs published on regional or state basis. Eighteen newsletters or journal columns have been established to deal with library instruction on the national, regional, state or specialized levels (Sager 1984:1-6). In 1983 the journal, Research Strategies emerged to provide a strong voice for the activity of library instruction (Blazek 1984:162).

No attempt is made in this review of related literature to trace the pattern of historical development of library instruction. Three major historical descriptions are in a Master's thesis (Miller 1978), a Ph.D. dissertation (Benson 1979), and an Ed.D dissertation (Heard 1981).

Since the emphasis of this study deals with course-integrated library instruction, review of the literature in this chapter will focus on those studies that either deal directly with course-related, course-integrated library instruction, or those studies that have a major bearing upon that type of library instruction. From the periodical indexes and bibliographies that were searched, approximately four percent of the published material on academic library instruction deals with course-integrated or course-related instruction. No studies were found that integrated library instruction into genealogy curricula. Most of the published studies tie library instruction to English, biology, history, psychology, or other academic areas. The application of library instruction to these content areas proved valuable in developing the instruction model for genealogy. Also, much of the theory and principles of general library instruction were applicable. For example, Breivik (1982:54) outlined what she called "Characteristics of Good Library Instruction," which apply to any learning situation: (1) people's interest level determines their learning commitment; (2) a positive attitude on the part of a librarian can stimulate interest in a student; (3) the value that a class instructor places on library research will influence students use of the library; (4) instructors and librarians should look for opportunities to praise students work when it is deserved; (5) learning experiences should be structured to guarantee success, thereby increasing a student's motivation to continue learning; (6) having a deadline on assignments helps students to get the work done; and (7) working with students too closely or giving them too much independence can hinder the learning process. This review of literature is organized as follows: early studies or projects; more recent studies; major programs; and other studies or reports.

Early Studies or Projects

According to Givens (1974:162), until the 1960's the emphasis of library instruction was on skillful use of library tools. As part of the educational upheaval of the 1960's, many librarians began to change their focus to the use of library resources as a part of the overall learning experience, with emphasis on the needs of the students. Four major studies or projects on which much of the more recent work has been based are:(1) Branscomb's (1940) study, which centered around teaching with books; (2) Knapp's (1966) experiment at Monteith College, where she tried full integration of librarian/faculty involvement in using library resources as part of the curriculum; (3) Shores' (1966) plan to revolutionize higher education by making the library equal to the classroom and the librarian equal to the instructor. He referred to it as a "library-college;" and (4) Farber's (1974) work at Earlham College, which has been the longest operating program involving curriculum-integrated library instruction.

Branscomb: Teaching With Books

In 1937, the Association of American Colleges asked Dr. Harvie Branscomb, the director of libraries at Duke University, to conduct a study of college libraries. The concern was to find out how the library could be more involved in educational programs. Dr. Branscomb conferred with college and university librarians and administrators across the country. His report was published under the title Teaching With Books in 1940 (Branscomb 1940:vii-ix).

In conducting the study, Branscomb (1940:37) found that, generally, undergraduate students seldom used the library collection, "not nearly so much as is ordinarily assumed." He found that the reason they did not use the library's books was that "the use of the library was not a necessary part of the instructional program" (Branscomb 1940:47). The students were not required to use the library, therefore they could function well without it. He blamed this "removedness" of classroom work from the library on faculty, administrators, and librarians as well. Then he emphasized that books are in the library primarily to be used for the teaching purpose of the institution (Branscomb 1940:52-3).

Although Branscomb could not make a case for quality education tied to library-use based on grade point average (GPA), he was able to show that the use of library materials increased when the library was closely related to the instructional program. He did not attempt to offer a program of action to change the situation but indicated that the library ought to be more directly involved in the educational process (Branscomb 1940:45-80). How much his work affected higher educational institutions has not been analyzed; however, his study is cited often in library literature and was the basis upon which other studies were built.

Knapp: Monteith Project

Sixteen years after Branscomb's study had been published, Patricia Knapp (1956:225) pointed out that college faculty were "still not teaching with books." In her early writings, Knapp (1958:831) was particularly strong in emphasizing two major points: (1) library instruction is only effective if integrated into the curriculum, and (2) librarians must not only obtain the support of the faculty, but they must work through them. She also recognized that specific instructional programs had to be left up to the individual colleges. In addition, Knapp (1956:226) suggested that library instructional programs should be built upon proven principles of learning, that objectives for instruction should be formulated, and that appropriate learning experiences should be developed.

In 1960, Knapp had the opportunity to put her theories into operation. A new college, Monteith College, was established at Wayne State University. The U.S. Office of Education funded a study that would explore "methods of developing a more vital relationship between the library and college teaching" (Knapp 1966:11). As project director, Knapp was able to work with the faculty of this new college to develop a sequence of library assignments that were designed to be used in the social sciences, the natural sciences, and the humanities. The program extended from the freshman year through the senior year, and it explored five hypotheses (Knapp 1966:130-1):

1. That the student is likely to acquire library understanding and competence when his experiences in the library are functionally related to the objectives and content of his subject courses and when this relationship is made manifest.
2. That the student's library experiences can be related to his course work when librarians are involved from the beginning in course planning.
3. That library staff involvement can stimulate extensive exploitation of available library resources in course work.
4. That when librarians are closely involved in course development their contributions, especially in connection with the use-of-materials aspects of course content and objectives, will be valued by the faculty and will be implemented in the curriculum.
5. That most college teachers lack time and many lack bibliographical expertise to make the most of the library's

> potential contribution to teaching, and that providing them with bibliographical assistance will result in their making extensive use of library resources for their course work.

Knapp experienced difficulty in obtaining support from the faculty (Werking 1976:15). This was a major point which she had emphasized earlier when she wrote, "The cooperative efforts of most of the faculty must be enlisted in working through the processes involved, and the whole faculty must be committed to the fundamental value of the project" (Knapp 1956:226). Other problems emerged, such as an excessive amount of time required to run the project and librarians not becoming a part of the teaching team (Miller 1978:5-6). After a year of operation, the experiment was discontinued without most of the sequence of assignments being used (Knapp 1970:15), and without achieving "a comprehensive set of findings" (Henning 1971:341).

Although the conclusion of the Monteith project was disappointing, some important results did emerge. Some of the student test scores demonstrated "levels of library competence which are so far beyond the students normal experience" that the library instruction that was used must have had an effect (Knapp 1966:77). Knapp (1966:112) also felt that her program of sequential innovating assignments, cutting across three subject areas, and extending throughout four years was desirable and feasible with large numbers of students. A positive outcome was "an idea for a theoretical framework for college instruction in the use of the library" (Knapp 1966:80). In making some concluding remarks about the Monteith Project, Miller (1978:6) pointed out:

> The ideas behind the Monteith project generated numerous experiments by librarians. The course-related, sequential method of library use instruction currently enjoys a great deal of popularity. It solves the problem of traditional orientation--library skills are not taught in a vacuum--and allows the library an opportunity to become a more effective force in the educational process. For some, it is a way of defining the library's true function on the college campus.

Shores: Library-College

Suggestions for major educational reform dealing with library-use instruction came with Louis Shores and his library-college. Originally begun in 1934, the philosophy solidified in 1965 at a workshop at Jamestown College (Shores 1966:x). The proponents of this "new" philosophy felt that the answer to higher education's problem was "independent study under the guidance of a faculty who were library trained and therefore able to guide the student through a vast range of materials and information" (Werking 1976:5). This "independent study" concept of Shores and his colleagues which became the library-college philosophy has been summarized by Werking (1976:5):

> A Library-College is a college in which the dominant learning mode is independent study by the student in the library, bibliographically guided, intellectually aroused, and spirtually stirred by the faculty. Students would be guided, aroused, and stirred by a "new generation of faculty," whose members would presumably give up research and almost all lecturing. Professors would be bibliographically skilled and even library-trained. The Library-College faculty would be a cross between today's teaching-committed librarian and library-using teacher. The library-minded classroom instructor is one who does not consider his specialty substantive. Professors would hold daily office hours, not to exceed the time required by the old system for class meetings and student appointments. Moreover, the new breed of faculty would be able to match a student's individual needs to various forms of media. Around this new teaching technique vibrates all the qualities of motivation, and provocation, inspiration and excitement that has ever made the teacher good and great.

From Werking's analysis of the library-college plan, it appears that higher education would have to undergo a major change in order for Shores' idea to become a reality. Commenting on the library-college plan, Heard (1981:19) said that it would require two unique components, "a unique faculty, all of whom would agree to a radical change in teaching methods, and a unique student body, all of whom would need to be highly self-motivated." Miller (1978:8) pointed out that most educators and librarians dismiss the entire concept as being "impractical, expensive, non-specific and totally unrealistic." Werking (1976:11) analyzed the overall weakness of the program by saying, "It starts with the solution instead of with the problems." However, Heard (1981:19) contended that despite the criticisms, "the Jamestown College Workshop represents a major effort in focusing on the need for an integrated program."

Farber: Earlham College

The Earlham program of library instruction began in the mid-1960's. It was started as an answer to students' frustrations of trying to use the college library (Farber 1974:148). Approximately six years were required to refine the program and reports began to appear in the literature in 1970 (Kennedy 1970).

The guiding principles of the Earlham program are described with the terminology of course-related or integrated, demonstrated and gradated. Kennedy (1971:279-80) explained what is meant by these terms. Course-related means that the library staff try to meet only with those classes that have term papers or other assignments in which library resources will be needed. They do not meet with classes where library resources would not be used immediately. Demonstrated means that the library staff will meet with the class for a demonstration and then work through a literature search similar to the students' assignments. Annotated bibliographies are handed out, so the student will have a list of what is being demonstrated. Gradated means that the instruction is in four levels, with each level building on the previous one. The four levels include pre-freshman, freshman, beginning major, and senior seminar. The first level, pre-freshman, is not course-related, rather it consists of new students taking a library test. However, it offers a point of reference in determining the previous library knowledge of entering freshmen.

The second level of instruction relates to a long paper assigned in a required two-term freshman English course. The students choose their topics in relation to some aspect of their reading material. The emphasis on this level stresses basic reference sources commonly used by humanities and social science college students but usually unknown to high school students. Students are also instructed in search strategy and introduced to special bibliographies. A special feature is the librarian's availability to assist the students in their research as needed.

The third level of instruction focuses on foundation courses for students in their major field of study. Sources on this level are those peculiar to a discipline, with particular emphasis on bibliography. Some of the assignment work of this level is a series of reference questions in which the students are required to use the sources to find the answers. After the students are given time to complete the work, they will again meet with a librarian for a question-answer period, working through the problems they may have experienced.

The fourth level of instruction deals with the senior seminar or advanced courses of a discipline. Sources not taught at level three are covered with the instruction more personalized. The main feature of this level is the integration of their previous work into at least one other discipline. Therefore, the uses of interdisciplinary sources or references that are basic to other disciplines are required.

The two departments at Earlham where the program has been the most successful are English and biology. The reasons as explained by Kennedy (1971:282)are:

> the faculty are most enthusiastic about the librarians meeting their classes. The librarians' teaching method with the English Department is similar to their method with other departments, but the instruction is more thorough and systematic than with other departments. The work with the Biology Department is different in that it begins with a library exercise devised by the Science Librarian in cooperation with the biology professors.

Farber, the head librarian at Earlham College, shared the views of Knapp and Shores regarding the need for library instruction in college and that the instruction should be integrated into the curriculum, but he did not share their ideas of methodology. He listed (Farber 1974:158) five objectives which were at the base of the instructional program at Earlham: (1) students should be aware of the difference between a high school library and a college library; (2) students should realize that there are library reference materials for almost any topic; (3) students should be aware of principles that comprise a basic search strategy that can be applied universally to library research; (4) students cannot be aware of all useful reference sources and should therefore be willing to work with the reference librarian; and (5) students should be aware of the limitations of any one library and be willing to use interlibrary loan service as well as visiting other libraries.

The success of Earlham's library instruction program can be attributed to a mix of tireless librarians, supporting faculty, and interested administrators. Kennedy (1971:296) said that the elements of success were: time and effort to develop, implement, and revise a program; public relations work with faculty; and doing good, exemplary teaching. However, he was quick to point out: "Much of the credit must be given to the faculty members, who have shown students the importance of the library by providing class time for library instruction and by making library-related assignments" (Kennedy 1971:296). The attitude of the college administration is shown in one of their stated educational goals: "competence in the skills of information retrieval and the use of the library for research purposes" (Farber 1974:147).

Two further items are worthy of mention. First, Farber (1974:145) claimed that the Earlham program was not "exportable." It is unique to Earlham because the program has been so intimately related to the total program of library development and administration previous to and during Farber's tenure. However, Farber (1974:145) believed that "certain features and experiences should be helpful to others." This attitude is in agreement with Knapp (1956:226), who pointed out that developing integrated library instruction is not only a difficult job, but an individual one, "to be done independently in each college."

Second, the lack of a formal or systematic evaluation of the Earlham program has been noted. Writers on the subject of library instruction have been very critical because of the absence of formal evaluation. Beeler (1975:V88) pointed out:

> Not only does this lack of evaluative research handicap the librarian wishing to select or perfect methods of bibliographic instruction, but it runs afoul of the trend towards accountability currently being felt in most institutions.

Breivik (1982:94) has stated, "Probably more concern is expressed and less action taken about evaluation than any other aspect of library instruction." Although Kennedy (1971:290) admits that Earlham's library instruction program has never been formally evaluated, some non-quantative procedures have been used. Kirk described two such methods: (1) students kept journals on their own activities, and (2) students responded to a set of questions about their searches. Neither of these procedures provided formal "research" data. He also listed a third procedure, "point-valued" evaluation of bibliographies. However, even this scored bibliography provided only "an indirect measure of how successful students were in locating material on their topics" (Kirk 1975:12).

Specific observations attest to Earlham's success. First, Kennedy (1971:291) stated that English majors "are notably more competent library users than they were when the program began several years ago." Second, Farber (1974:159) pointed to a doctoral study which included interviews of some Earlham students. After comparing their library skills with students of other colleges, the study found that the Earlham students "were more familiar with the bibliographical material in American History." Third, Farber (1974:159) also stated that Earlham students who have gone on to graduate school have come back and "told us how much they benefited from the program." Fourth, other institutions have based their library instructional programs on the Earlham model and have concluded that student research skills did improve (Hart 1979). Fifth, the fact that the program at Earlham is still in existence after twenty years means something. Sixth, Farber has been recognized as a leading authority on "imaginative bibliographic instruction" (Katz 1984:5 and Engeldinger 1983:iii). Seventh, Earlham College currently sponsors a workshop on campus to teach their library instruction methods to other librarians and faculty (Kirkendall 1984:16).

More Recent Studies

Doctoral Dissertations

Specific dissertations on library instruction were located. The sources included Dissertation Abstracts Online, references from articles, and listings in bibliographies. However, only five were determined to be of value to this study.

Ahmad. Ahmad (1983) made a comparative study to assess library instruction for college freshmen in the United States. She concluded that the most used mode of instruction was course-related instruction offered to English Composition classes. In addition, she stated that few libraries adhered to the suggested guidelines of the Association of College and Research Libraries (ACRL) in developing their instructional programs.

Miller. Miller (1983) compared the effects of course-integrated/related bibliographic instruction against traditional instruction given in freshman English classes. He used a pre-test post-test design and evaluated his results in four areas: (1) scores on the Library Inventory Test; (2) final course grade; (3) semester grade point average (GPA); and (4) enrollment retention. The study showed that the experimental group had significantly higher scores on the Library Inventory Test than the control group, indicating that the group that received the course-integrated instruction learned more library skills than the group with the traditional instruction. However, in all three of his other areas (course grade, semester GPA, and attrition) there was no statistically significant difference. Miller concluded that his study seemed to indicate that, over time, the method of library instruction would make little difference in the performance of students.

Roberts. Roberts (1982) explored the advantages and disadvantages of various library instruction techniques. For course-related or course-integrated library instruction, she listed six advantages:

1. the library assignments become part of the instruction for the course and can help users understand the course subject's literature, its structure, and effective methods of researching it;
2. the library instruction reinforces the course content, since the library sessions occur with the cooperation and support of the instructor during class time;

3. the library instruction can be flexible and inserted into the course at various times;
4. large numbers of users can be reached easily this way;
5. the library instruction encourages interaction between the users and the librarian after the course is over;
6. this method helps in building up a library instruction program gradually and successfully.

She also listed eight disadvantages:

1. the library instruction may place increased demands on both library staff and library materials;
2. the costs are high in terms of staff and personnel;
3. not all users are reached through this method;
4. many librarians lack training in teaching so this method places burdens on the few who are able and willing, or else certain areas just aren't covered by the library instruction;
5. the library instruction may be difficult to schedule with this method since the peak may come at the same time for all courses;
6. librarians cannot always see the results of their instruction;
7. librarians may become oversaturated in conducting the same library instruction sessions;
8. often there is too little time to do much actual library instruction using this method.

In spite of the disadvantages, Roberts concluded that the course-related instruction method can have a positive impact upon college education "by exposing both students and faculty to sophisticated research skills and to a wider range of library materials than they normally would have used."

Benson. By use of a questionnaire, Benson (1979) surveyed colleges and universities to find those that had successful course-related library instruction programs. After identifying and selecting eight potentially strong programs, he visited each of them for the purpose of observing, collecting data, and analyzing their programs. His study focused on the administrative and organizational characteristics involved in successful course-related library instruction. Three important findings were: First, he pointed out that only one institution had developed specific behavioral or enabling objectives, following the ACRL "Guidelines" (Benson 1979:168). The remaining libraries had based their programs on a "recognized need" for effective library instruction and/or general goals and objectives.

Second, Benson (1979:173) found that "the basic level of instruction was an intensive program designed to reach all, or most, first-year students and usually offered in conjunction with the freshman English courses." Then came a variety of upper-level instruction designed for various subject courses. Although most were successful in reaching students on the freshman level, success on the higher level varied, with the smaller institutions holding the edge.

Third, Benson (1979:173) reported that a wide variety of materials were being used, ranging from published materials to locally created handouts. Only one institution made use of media-assisted instruction. He pointed out that most of the librarians he visited viewed personal instruction by librarians or faculty as being more effective than computer-assisted or other media-assisted instruction.

The major problem that Benson (1979:174-5) found with most library instruction programs was the lack proper evaluation. He also pointed out the difference between course-related and course-integrated instruction by stating, "The type of library instruction most difficult to achieve is course-integrated--that is, instruction which truly is integrated with the contents of the course and not merely an adjunct to it" (Benson 1979:177). He found that Earlham College employed course-integrated instruction the most, but emphasized it had been "fifteen years in the making." He also stated that all of the library programs he investigated were preparing students more for their current college work than for the idealistic "life-long learning" (Benson 1979:182). Part of the conclusion of Benson's study was a call for hard research data on instructional programs and a challenge for written objectives, both specific and measurable (Benson 1979:182-3).

Heard. Another dissertation which focused on course-related library instruction was Heard's (1981) developmental study. The purpose of his study was to "design and develop a course-integrated bibliographic instruction program" (Heard 1981:6). He listed three objectives that his study should provide for students: (1) general orientation to the college libary; (2) demonstration of logical search strategy; and (3) familiarization with reference sources, both general and specialized for various fields of study.

Heard's (1981) methodology centered around two major activities, developing appropriate working relationships and compiling extensive bibliographic guides. He advocated an authoritative procedure for obtaining faculty involvement. Yet he left unclear, outside the initial contact, the instructor's role in the development stage (Heard 1981:31-2).

The program design included the selection of fourteen courses for which extensive bibliographic guides were compiled. These guides could be useful examples to most other academic libraries. The teaching aspect of the program consisted of two library sessions in which orientation and search strategy were covered. Students were given the appropriate bibliographic guide, and the sessions were taught by a librarian with the course instructor present. The library sessions were scheduled to coincide with the library paper assignment (Heard 1981:33-5).

The strengths of this study were in the historical review of the literature and the extensive bibliographic guides that were produced. Heard's (1981:36) objectives, however, did not reflect the integration of library instruction in the course work. The major weakness of the study was that it was only a developmental study. Heard (1981:38) stated that it would be implemented the next fall and recommended that an evaluation be done. However, until the implementation and evaluation of the study is reported in the literature, the value remains theoretical.

Major Programs

Southeast Missouri State University. At the conclusion of a bibliographic instruction conference conducted by Earlham College in 1977, Southeast Missouri State University decided to design a program based on what they learned at the conference (Hart 1979).

It was initially suspected that the success Earlham had experienced was probably due to their unique situation and the same success at Southeast Missouri could not be expected. This suspicion, however, did not turn out to be true (Hart 1979:3). Characteristics of both institutions were compared and found to be vastly different except for one quality: "The librarians have an excellent rapport with the classroom faculty" (Hart 1979:4).

The program included goals, a specified core of information to be taught, a teaching strategy and a method of evaluation. Two major objectives were to be tested: (1) to improve students' library skills, and (2) to improve students' attitude toward the library and librarians (Hart 1979:6). Contacts were made with faculty, and courses were selected. Instruction was focused into three sessions: the first dealt with the card catalog and periodical indexes; the second concentrated on search strategy and bibliography; the final session was an optional orientation tour, which if needed would usually be held before the first two (Hart 1979:9-11).

The evaluation of the study consisted of a pre-test post-test design. It resulted in the first objective, to improve students' library skills, being attained. However, the second objective, to improve students' attitudes toward the library, was not achieved. It was determined that there were too many variables that contribute to attitude to make it worthwhile as an evaluation factor (Hart 1979:14).

The overall determinant of success of the course-integrated experiment was stated to be the "political situation." That is, because the program was initiated by the vice president, operated by the librarians, and supported by the faculty, it flourished. This is the same factor to which Earlham's success was credited (Hart 1979:19).

University of Texas at Austin. One of the most successful programs of integrating library instruction into the freshman English curriculum is at the University of Texas (Austin), which has the eighth largest academic library in the United States (Schwartz 1981). The program reaches over 5,000 students each year. There is a close working relationship between librarians and teaching faculty, with each respecting the talents and position of the other. This program emulates integration as "the development of library skills to support the subject content of the course is an essential component of the course's goal" (Schwartz 1981:6). The faculty formulates both library and subject matter objectives in collaboration with librarians.

The instructional material includes self-guided tours, study guides, worksheets, point-of-use aids, and audio-visual materials. An extensive program of evaluation was developed, including both formative (process) and summative (product) evaluations. However, following the initial use of these methods, pre and post-testing was abandoned in favor of successful completion of library exercises as the major indicator of student performance (Schwartz 1981:23-32). Two things stand out as major contributions to the success of this program: (1) the philosophy that "students learn research skills, not in a series of exercises on an assigned topic, but by following the search strategy in finding information on the topic of their choice" (Schwartz 1981:55); and (2) teachers have been the ones to introduce the basic library skills to students (Schwartz 1981:59).

Ball State University. Another successful library instruction program was put into operation at Ball State University (Moore 1981). It was developed using a bi-level structure involving basic instruction for freshman English students and specialized instruction for major courses. The study dealt only with the basic instruction level, which included a self-guided tour, reading materials, class sessions conducted by librarians, and individualized worksheets (Moore 1981:8). The program was judged successful as it reached large numbers of students, where participation in the program was voluntary, and it grew rapidly. It also generated substantial faculty and student support, and it achieved continued status following the funded period (Moore 1981:10-11).

The major critism of Ball State's program was in its failure to attain systematic measurement of post-instruction, student achievement during the grant period (Moore 1981:16). However, analysis of student worksheets, anecdotal reports by course instructors, and student questionnaires provided some input for program evaluation. Three recommendations came from the study: (1) make the program more integrated with the curriculum rather than just course-related; (2) re-examine the bi-level structure; and (3) pursue advanced library instruction for targeted courses in the humanities as well as other academic areas (Moore 1981:19).

Brigham Young University. One of the most extensive programs in library instruction has been developed by Brigham Young University

(BYU). Starting in 1970, an instructional psychology model was employed to develop basic library instruction programs (Wiggins 1972:269). These programs were designed for the freshman-sophomore English curriculum and included five parts: (1) a tape cassette tour of the library; (2) use of the card catalog; (3) use of periodical indexes; (4) use of basic newspaper and book indexes; and (5) use of U.S. Government Documents. The process called for behavioral objectives as well as test questions to measure each objective. The objectives were to be designed before the instructional material was written (Wiggins 1972:270). An added feature was to design the instructional material in the form of "programmed instruction."

After two years of operation, the results were judged to be highly satisfactory. Wiggins (1972:278) suggested that the procedures that were used should be considered by others "who desire statistically valid programs which guarantee a high level of learning." In a later article, Wiggins (1973:29-34) explained how the behavioral objectives were designed. He also revealed the details of the evaluation system that were used to test the effectiveness of the program (Wiggins 1975).

After the first few years of using the program, some significant changes were made. The instructional material was cut from five to three modules: (1) a tape cassette tour of the library; (2) use of the card catalog; and (3) use of periodical and book indexes. The instructions were given to freshman English classes only, then plans were made to move into upper-division specialization instruction (Wiggins 1984). In 1981, a new dimension was added in the form of a modified approach to writing a research paper. First, the freshman students were required to complete the programmed, self-instruction, basic-skills modules outside of class time. These modules (tour of the library, card catalog, and indexes) were available at the library for open use. After studying the material, students would take a controlled test to determine their level of competence. Instructional time in the classroom consisted of a lecture, given by the instructor explaining the search strategy to be used to complete a background study. During the next class period the students were brought to the library and a librarian would walk through a sample background research strategy as the student held a guide sheet in his hand. Certain advantages have resulted from this latest development: (1) valuable class time has been spared by the self-instructional modules; (2) the degree of librarian-instructor involvement has been greater; (3) students can find material on their topics (they must choose among 100 pre-researched topics); and (4) the search strategy has had a transfer effect to the rest of the student's college career (Wiggins 1985). As with the Earlham program, BYU's success has come after continued experience in actively seeking better solutions to effective library-use instruction.

Other Studies and Reports

Eastern Michigan University. A program called "Library Outreach" was initiated at Eastern Michigan University in 1971. It was started, because the library materials were not being used much by students and a lack of appreciation by the teaching faculty for the librarians' role in the educational process was evidenced. The goal of "Library Outreach," was to convince the faculty that librarian abilities and training would be of value to the teaching function. The plan was for librarians to visit individual faculty members to explain the role of the library. In return, the librarian would have the opportunity to learn more about the teacher's role. Student orientation moved from the general usage level to the application of current class assignments. After a year of operation, it was reported that invitations for librarians to appear before classes increased two hundred percent. Teachers began talking to librarians to develop their assignments, and 20 study guides in various areas for students had been developed and used (Marshall 1971).

Upsala College. A concern about library-use by students as well as faculty-librarian relationships led to an experiement to combine library work with course work at Upsala College. Formal classroom examinations were dropped in favor of essays, term papers and other projects dealing with information retrieval. Four library sessions were at different periods of the course, such as, after an assignment had been given, but before it was due. However, problems became evident with too many assignments and the course content gave way to methodology. The benefits that were realized included better research skills achieved by students, instructor-librarian cooperation, and evidence to show that library work and course content could be integrated. One unique feature of this study is that it was initiated and carried out by a teaching faculty member in cooperation with the library rather than vice versa (Wagner 1973).

Community Colleges-Michigan. A study focusing on community college library instruction in Michigan during 1976, resulted in a similar finding of non-library use as has been shown with four-year institutions. Out of thirty-two college libraries surveyed, only four had instruction that was associated with classroom teaching and faculty. The conclusion of the study recommended that course-related instruction be designed for community colleges. The study also pointed out that because community college institutions are generally more innovative than four-year institutions, the opportunity for educational change is better (Rader 1977).

California. In 1974 and again in 1980, surveys of library instruction programs in California academic libraries were conducted. Four types of instructional activities being used were course-related instruction, courses for credit, self-paced instruction for credit, and non-credit instruction. It was reported that many libraries were using a form of course-related instruction more than any other type of library instruction. Also, a uniform increase in course-related instruction occurred between the two surveys. One conclusion for the popularity of course-related library instruction was the concern shown for the concept of "life-long learning" by college faculty and administrators (Coleman 1980).

Pennsylvania State University. A study comparing two methods of library instruction was conducted at Pennsylvania State University

(Penn State) in 1981. It was based on an established need for improved undergraduate library instruction. Accepting the philosophy of Knapp and other library theorists, Meehan-Black (1981) determined to prove the worth of course-related library instruction. Three groups were involved in the study: a workshop that would be actively involved in library research, a lecture series on library research, and a class with no library instruction. The plans were to measure the improvement of library skills as well as the improvement of attitudes toward the library or librarians.

A library skills test and an attitude survey were devised to evaluate the improvement at midterm as well as at the end of the course. The library skills test showed that the workshop group and the lecture group improved their skills, while the no-instruction group did not. The workshop group's improvement was greater than the lecture group's, particularly at the interval testing. The attitude survey showed improvement only for the lecture group, a fact that is partially explained in that the lecture group received more on-going attention because the assignments took longer. Therefore, the attitude of the students in the lecture group had a greater opportunity to change.

Although there was an attitude change in the lecture group, the workshop group (those who did more library work) did not experience a change in attitude. This "no change" in attitude was substantiated by Hart's (1979) study, which was cited earlier. Hart also reported an improvement on skills using an experimental and a control group, with no significant change in attitudes. Hart (1979:14) therefore concluded that it was not worthwhile to measure attitudes. However, in this study, Meehan-Black (1981:19) concluded that attention should be paid to attitudes as well as skills.

Lake Forest College. In a departure from other course-integrated studies, the Lake Forest College project involved the coordinated efforts of the education department and the library. The faculty and librarians worked together to design library experiences that were integrated into the required course work. The project focused, not on freshmen students as the others had done, but rather, on students enrolled in the teacher education program. Unlike most of the other programs, this was a specialized, higher level of library instruction.

There were four major research assignments, all emphasizing some aspect of education. For example, project one had the students developing their own definition of the teaching role, making it brief and yet as complete as possible. This assignment required the use of dictionaries and encyclopedias, both general and specific. Project two required the students to select a position on the aims of education. Then, they had to research that position by using general periodical indexes to find articles that either supported or refuted the position. During the process they had to compile an annotated bibliography of the sources they used. The third and fourth assignments required papers centering on specific issues in education. The students were to focus on educational indexes that dealt with more specialized terminology, as well as formulating an on-line ERIC search for appropriate materials. The evaluation of the project indicated that not only were the students' library skills significantly improved, but their attitudes toward research efforts were also improved (Tierno 1983).

Selected American Colleges. Miller (1978) selected and studied the library use instruction programs in thirteen American colleges and universities. He listed similar problems discussed earlier, e.g. non-use of the library, the lack of evaluation of library instruction, the need for librarian-instructor cooperation, and the demands required of course-related instruction. He also pointed out the fact that librarians themselves have not agreed upon "principles of library use instruction" (Miller 1978:8). He reported that although course-related instruction was favored, other programs were also in use. A unique part of his report was the listing of four problems he saw with the course-related approach to library instruction. First, all librarians do not agree that course-related instruction is the best method. Second, no guaranty exists that faculty members will accept the same view. Third, the ratio of academic librarians to students is not within a realistic working relationship. Fourth, few librarians have been trained to function as teachers in classrooms (Miller 1978:6-7). Although many librarians will not agree with Miller, these are issues to consider before automatically opting for course-related instruction simply because of popularity.

Miller (1978:7) also pointed to the lack of program evaluation, which he called "a serious flaw." Even though much activity in library instruction has been demonstrated, Miller was disturbed by the fact that few of the programs he studied could be labeled a resounding success. He concluded that it was clear, at least to librarians, that "the notion of the library as an active educational force on campus has been fairly well established" (Miller 1978:32).

Wisconsin University. Another integrated library instruction project was initiated at Wisconsin University, Eau Claire (Engeldinger 1983). In the summer of 1983 a faculty development seminar was held to develop appropriate library assignments for courses across the campus curriculum. Two national experts, Evan Farber and Hannelore Rader, were brought in to direct the seminar. Eleven academic areas took part in the seminar: anthropology, communication and theater arts, economics, English, history, mathematics, music, philosophy and religion, physical education, political science, and psychology.

The seminar resulted in diverse approaches to library instruction, yet all met the goal of making the library assignments an integral part of the course curriculum. Specific assignments included term projects, book reviews, research papers, search projects and other library assignments. The workshop resulted in the developed library assignments being used during the fall semester, with the responsibility of the instructors to report their successes or failures.

Instructors reported positive responses from students, both in the use of the library as well as in expanding their knowledge of the subject area. Some instructors felt frustration with the increased paper work of correcting or reading. Others reported student frustration in doing applied work. Some reported that the basic skills of reading and writing were lacking in too many students' work. One instructor concluded, "perhaps library assignments are not appropriate for lower division courses" (Engeldinger 1983:97). Overall, however, the librarians at Wisconsin were pleased with the project assignments and the instructor-librarian involvement.

Conclusion

Summary

Although there is diversity among the studies reviewed, similar elements emerge: (1) academic libraries are not used as much as they could be used by undergraduates. Causes of non-use include students not knowing how to use the library, faculty and administration not supporting the use of the library, or librarians being willing to accept the role of custodian of the library; (2) the most effective library instruction is course-related or course-integrated instruction, which gives skill-instruction to the student at the time of need, rather than for future use; (3) library instruction has not been successful without support from and involvement with the teaching faculty; (4) libraries are changing the group-guided tour in favor of some form of self-guided tour; (5) libraries recognize that they cannot just adopt another library's program. Rather, each has to develop its own program built on its institutional characteristics and needs; and (6) libraries recognize that there is generally a lack of solid systematic evaluation of library instructional programs.

Other important findings from these studies need to be pointed out: (1) The political environment of the institution can affect the success of the program; (2) the terms course-related and course-integrated are not uniform in their use throughout the academic library field; (3) successful library instruction programs can be developed for small or large institutions, either on a single or multi-level structure; (4) the need for developing library instruction programs using proper principles of learning, such as formulating objectives, designing appropriate learning experiences, and conducting follow-up evaluations is clear; (5) Only one-third of the studies used some form of statistical evaluation; and (6) the idealistic goal of preparing students for life-long learning was an objective with the major concern to meet current college needs of the students.

Application to This Study

As stated previously, no studies were found that integrated library instruction into genealogy curricula. The reason being that only two colleges or universities offer academic work in the field of genealogy (Southwick 1980:7). However, the programs dealing with course-related or course-integrated library instruction that were reviewed, provided useful information to serve as the foundation for this study.

Chapter 3

PROCEDURES AND METHODOLOGY

Procedures

The following procedures were used in collecting data and in developing, implementing, and evaluating a model for integrating library-use instruction into the genealogy curriculum at Ricks College:

1. A review of the literature in the fields of genealogy and academic library instruction was conducted.
2. Six intermountain universities were contacted by letter (Appendix E) to determine what they were doing in integrated library-use instruction. Those selected were the main institutions to which Ricks College students transfer.
    a. Brigham Young University, Provo, Utah
    b. Utah State University, Logan, Utah
    c. University of Utah, Salt Lake City, Utah
    d. Weber State University, Ogden, Utah
    e. Boise State University, Boise, Idaho
    f. Idaho State University, Pocatello, Idaho
3. Four two-year colleges in the intermountain area were also contacted by letter (Appendix E) to determine what they were doing in integrated library-use instruction.
    a. College of Southern Idaho, Twin Falls, Idaho
    b. Northern Idaho College, Coeur d'Alene, Idaho

   c. Snow College, Ephriam, Utah
   d. Dixie College, St. George, Utah

4. The Genealogical Society of Utah was contacted by letter (Appendix E) to determine what it does in teaching its genealogical patrons library-use skills.
5. A letter (Appendix E) was written to the Library Orientation/Instruction Exchange (LOEX) center asking for copies of materials that might be useful to this project. LOEX is the national clearinghouse for library instructional materials.
6. The guidelines for bibliographic instruction, as determined by the Association of College and Research Libraries (ACRL), were followed (Appendix D). The guidelines include the development of instructional objectives.
7. Essential library competencies for genealogy students were determined. Input was received from librarians, genealogy instructors and genealogy students. A meeting with the genealogy faculty was held to agree upon desired competencies.
8. A library competency test (Appendix J) was constructed, pilot-tested, revised, and administered to the genealogy students during fall semester, 1984. These students (the control group), who did not receive instruction from the library-use model, consisted of the entire population of four genealogy classes, totaling 81 students.
9. An attitudinal survey (Appendix I) was administered to the experimental group prior to receiving the library-use instruction and again after receiving the instruction, for

the purpose of measuring attitude change based upon the instruction received. Kirk (1975:3) stated that in addition to evaluating cognitive and manipulative skills, library instruction evaluation should also "look at how the attitudes of students towards libraries and librarians change as a result of that instruction."

10. The library-use model was developed, following proper curriculum design and learning principles. The model included program design, instructional material, and evaluation instruments.
11. The library-use model was implemented in the genealogy classes during spring semester, 1985.
12. The library competency test (Appendix J) was administered to the genealogy students at the end of the spring semester, 1985. These students (the experimental group), who received instruction from the library-use model, consisted of the entire population of five genealogy classes totaling 84 students.
13. A statistical evaluation of the results of both groups on the library competency test was completed. In order to insure that both groups of students were comparable in collegiate ability, a comparison of cumulative grade-point-average (GPA) was made. The data for this comparison was obtained from the computer data-base of the college and an independent t-test was performed to determine if there was any significant difference.

14. A student evaluation instrument (Appendix J) was administered at the end of the instructional period for the purpose of receiving student input on their learning experience.
15. The data from the experimental group were also analyzed using student profile information as the independent variables to see whether there was any significant difference between the responses of male and female, age groups, college classes, major and undecided, and residence localities.

Evaluation of Library-Use Model

The purpose of the statistical evaluation of the library competency test was to compare the mean score between the control and experimental groups to determine if there was a significant difference. The control group consisted of those students who did not receive instruction from the library-use model and the experimental group consisted of those students who did receive instruction from the library-use model. The evaluation design was based upon a control group post-test only model.

The purpose of the statistical evaluation of the attitudinal survey was to compare the mean score between pre-instruction and post-instruction of the experimental group only, to see if there was a significant difference. The evaluation design was based upon a pre-test/post-test model.

Hypotheses

1. There is a significant difference in the mean test score of the library competency test between the students who

received instruction using the library-use model and those who did not receive instruction using the model. The dependent variable is the score from the library competency test and the independent variable is library-use skill.

2. There is a significant difference in the mean score of the pre- and post-test of the attitudinal survey of the experimental group. The dependent variable is the score from the attitudinal survey and the independent variable is attitude.

Treatment of Evaluation Data

An independent t-test was used to analyze the scores of the library competency test and a matched t-test was used to analyze the scores of the attitudinal survey. The t-test was used because it is a test that is used to determine a significant difference between two sample means (Isaac 1983:176). The resulting t value was compared against the standard t table for a two-tailed t-test. The null hypotheses for this study were:

1. There is no significant difference in the mean test score between students who have received instruction using the library-use model and those students who have not received instruction using the library-use model.

$$Ho^1: \bar{x}_1 = \bar{x}_2$$

2. There is no significant difference in the mean score of the pre- and post-test attitudinal survey of the experimental group.

$$Ho^2: \bar{x}_1 = \bar{x}_2$$

The alternative hypotheses were:

1. There is a significant difference in the mean test score between students who have received instruction using the library-use model and those students who have not received instruction using the library-use model.

   $$Ha^1: \overline{x}_1 \neq \overline{x}_2$$

2. There is a significant difference in the mean score of the pre- and post-test of the attitudinal survey of the experimental group.

   $$Ha^2: \overline{x}_1 \neq \overline{x}_2$$

The level of significance which was used to reject or fail to reject the null hypothesis was placed at the .05 level of confidence. This level of significance suggests a 95 percent confidence that if the probability of the t obtained from the test was five percent or less, the difference would be due to the experimental treatment rather than from a sampling error (Best 1981:271). The statistical data were analyzed on a VAX computer using the Statistical Analysis System (SAS) as the program.

Procedures for Treatment of MARP Data

The following procedures were used to report the findings of the MARP study:

1. Data collected from the needs assessment opinionnaires received from librarians, genealogy instructors, and students were tabulated and are presented in appendix B.
2. Relevant material received from other schools or institutions

was incorporated in the instructional model with significant contributions shown in appendix F.

3. The instructional objectives, instructional materials, survey and evaluation instruments that were used or that resulted from this study are in appendices H, I, J, and L.
4. The design of the model, which shows the integration of library skills throughout the genealogy course, is presented in appendix K.
5. Results from the student assignments as well as the attitudinal survey are presented in the form of tables in chapter four.
6. Data resulting from the student GPA comparison, the library competency test, and the student evaluation are presented in the form of tables in chapter four.
7. Residual data resulting from the student profile analysis of the library competency test are also presented in tables in chapter four.

Summary

A systematic approach was used to develop the curriculum integrated library-use model. In addition to surveying the literature and making appropriate contacts, a needs assessment was made, instructional objectives were written, library competencies were determined, student reading material and assignments were developed, and several evaluation instruments were designed. The model was also implemented and evaluated, with two null hypotheses being stated for testing purposes.

Chapter 4

PRESENTATION OF RESULTS

Literature Review

The literature search, as stated in procedure number one of chapter three, produced no studies similar to this MARP study. However, several related studies focused on course-integrated or or course-related library instruction. A review of these studies was reported in chapter two.

Letters of Inquiry

Letters of inquiry were sent to five intermountain universities to determine whether any were using a form of integrated library instruction (see Appendix E). Two institutions, Utah State University and Weber State University, did not reply to the letter. None of the other three institutions, Boise State University, Idaho State University, or the University of Utah, were integrating library instruction with curriculum. A visit was made to Brigham Young University (BYU) where library instruction and course work have been integrated since 1970. The guidelines for BYU's program lists three parts to their library instruction: (1) instruction for freshman students; (2) instruction for junior students; and (3) self-instruction programs and tests (see Appendix F). All of the freshman English classes at BYU have used part one. After completing the freshman level, students should have enough library competency until they begin their major studies as upperclassmen. The junior level of instruction concentrates on specific disciplines, although a review of basic library research is given. The major project on this level is a research paper proposal with emphasis on bibliography.

Letters of inquiry were also sent to four two-year schools (see Appendix E). Snow College did not respond to the inquiry. Of the three that did reply, only North Idaho College had a program on library instruction, and that was not integrated library instruction.

The genealogical library in Salt lake City was contacted because it is the largest genealogical library in the world (see Appendix E). Their program of library instruction basically consists of a guided tour of the library and handout material. Patrons are encouraged to ask the librarians for help as it is needed. Periodically, specialized classes are held where more in-depth instruction is given; usually more genealogy oriented than library oriented. One of the handouts given to patrons is a detailed booklet explaining the card catalog and other services. Although the information sent was helpful, the structure of instruction was too "unlike" an academic situation.

Contact with the Library Orientation-Instruction Exchange (LOEX) Clearinghouse (see Appendix E) provided a mass of handout material. This material represented what had been sent to LOEX from several schools. Again, even though there were some useful bibliographies and instructional material, nothing regarding integrated library instruction was included.

Bibliographic Instruction Guidelines

One of the documents used in this study was the "Guidelines for Bibliographic Instruction in Academic Libraries" (see Appendix D) which was developed by the Association of College and Research Libraries (ACRL). The purpose of these guidelines is to give organizational structure to libraries that desire to establish instructional programs. Although some of the specific details were not applicable, all eight guidelines were followed.

Academic Community Needs (1)

First, the guidelines specified that an assessment of the needs of the academic community be made, particularly in relation to the library facilities and services. As a Mormon Church operated institution, Ricks College has an obligation to provide educational opportunities in genealogy and to teach genealogical research. To help meet that obligation, three major services are available: (1) academic courses in genealogy; (2) expert genealogists are available; and (3) the Ricks College LRC houses a branch of the genealogical library in Salt Lake City. This relationship makes the vast microfilm collection in Salt Lake City available on loan.

Academic Community Profile (2)

The next guideline suggested by ACRL involves preparing a profile of the academic community. At Ricks College only 38 percent of the 6,456 students are Idaho residents. The rest of the students come from every state in the United States and approximately 20 foreign countries. Between 63-68 percent of the student body are new freshmen each year; 21 percent are part-time students; 77 percent receive financial aid, 60 percent are women; 1 percent black; 1 percent native-Americans; no Hispanics; and 3 percent of the students are over 25 years of age (Kaye 1984:263).

In addition, 98 percent of the student body are members of the Mormon Church. The average ACT composite score, on a scale of 1-36, for entering freshmen at Ricks College is 17.1, which compares with 18.9 as the national norm for both two-year and four-year institutions that use ACT scores. The average GPA for Ricks College students is 2.66 using a 4.00 system. Because Ricks College has an open admission policy nearly all students who apply are accepted (Clark 1985).

Monroe (1972:197-200) pointed out three important characteristics of community college students: (1) in general, they are less academically oriented than undergraduates at the four-year institutions; (2) their achievement level tends to be lower; and (3) they need more guidance, and respond well to immediate reward. Reviewing the profile of Ricks College, Clark (1985) agreed that Ricks College students generally fit Monroe's description. However, Hills (1974:258) reminded educators that community college students, like their counterparts at the university, learn best when they are motivated, involved in their learning experience, and when course material is relevant.

Statement of Objectives (3)

Written objectives for library instruction should be based on the needs and profile of the academic community. "Objectives are the solid foundation upon which the development of a successful program rests" (Whildin 1975:14). Educational objectives "can and should have far-reaching consequences for all that follows in an educational enterprise" (Bloom 1969:36). If appropriate objectives are not specified and written, evaluation of learning is brought into question (Mager 1962:3 and Breivik 1984:19). In his taxonomy of evaluating library instruction programs, Kirk (1975:48), stated that "objectives should be articulated in terms of the behavior which one expects from students as a result of the instruction."

In 1974, the Bibliographic Instruction Task Force of the Association of College and Research Libraries (ACRL) published a model statement of objectives for academic library instruction (see Appendix G). This model statement included three levels of objectives: (1) general objectives, which are overall goals of a program; (2) terminal objectives, which break the general objectives into specific meaningful units; and (3) enabling objectives, which define the specific knowledge or skill students are to achieve (Kirk 1975:15). Based on the ACRL model statement of objectives, instructional objectives in library use for genealogy students were developed (see Appendix H). The instructional material, assignments and evaluative tools that were developed as a part of the instructional model were based on this set of objectives.

Financial, Personnel, and Facility Needs (4, 5 & 6)

The branch genealogical library, which is housed in the Ricks College Learning Resources Center (LRC), has three sources of financial support. First, as the genealogy program is part of the religion department, there are departmental funds allotted for teaching supplies, library materials, and developmental activities. Second, the LRC has budget allotted for books and films as well as for major equipment such as film or fiche readers. Third, Mormon Church members in the geographical area send in donations annually for the purchase of microfilm collections, books, and minor equipment.

Personnel needs are met with both professional and volunteer help. Three full time Ricks College employees (two librarians and one faculty member) work with the branch genealogical library program. These same three individuals are genealogical experts available to work with patrons of the genealogical library. In addition, approximately 150 volunteer workers staff the branch genealogical library every month, working in four hour shifts. Someone is on duty to assist with genealogical patrons at all times.

The LRC moved into a new building in 1976. In addition to serving the college clientele, the LRC facility handles the genealogical collection and services which include community patrons. Major equipment includes 40 microfilm reading machines, 12 microfiche reading machines, microfilm and microfiche copiers, separate carrels for the reading machines, tables and chairs, filing cabinets, and an IBM personal computer.

Input and Evaluation (7 and 8)

As the objectives were being developed and instructional material designed, the genealogy faculty as well as the LRC librarians were consulted for their ideas and suggestions. Students in the genealogy classes were also asked for their input and comments.

Information from these groups was gathered through opinionnaires, question sheets, group meetings and individual discussions. When the ideas and suggestions were received from all concerned, instructional material was developed. The material was given back to the librarians and faculty for further suggestions prior to use by students. Four forms of evaluation were used throughout the period of instruction, including an attitudinal survey, a series of five assignments, a library competency test, and a student evaluation. These forms of evaluation are discussed in more detail under a later heading.

Development Of Library Competencies

In order to design and implement an effective library instructional unit for genealogy students, essential library competencies needed to be determined. A search for existing instruments focusing on genealogy proved negative. Two competency tests were found, the "Library Skills Test" and the "Library Inventory Test," which are used by certain academic libraries to test freshman students. However, neither fit the needs for genealogy students.

Librarians at the Ricks College LRC were asked what skills were needed by genealogy students. The students currently enrolled in the genealogy course were also asked the same question. The responses of these two groups indicated six areas of interest to those doing genealogy: (1) general use of libraries; (2) acquaintance with physical locations within the library; (3) use of library catalogs; (4) use of reference materials; (5) acquaintance with library services; and (6) knowledge of the type of sources needed for genealogical research. After receiving the data from the librarians and students, library competencies were constructed. A meeting with the genealogy faculty was held in which the competencies were agreed upon (see Appendix J). The results of the library competency test will be given under the heading of evaluation.

Development of Attitudinal Survey

Attitudes of students toward the library or librarians have been shown to be significant factors on library-use habits of undergraduates (Hart 1979, Meehan-Black 1981, and Tierno 1983). Following the review of literature, a test for attitude change was determined to be appropriate for this study. An attitude survey had been developed and used at Ohio State University in evaluating undergraduate library instruction (Pearson 1982:354-5). With minor changes to make it applicable to Ricks College, eight of the ten statements on the Ohio State University survey were used. The instrument was designed following a Likert-type scale (Best 1981:182) using the responses of strongly agree, agree, undecided, disagree, and strongly disagree (see Appendix I). A discussion of the results of the survey is presented under the heading of evaluation.

Development of Instructional Model

The purpose of this MARP study was to develop a curriculum integrated library-use instructional model. With the important competencies determined and the instructional objectives written, materials for specific instructional use were developed. The underlying principle used during the development stage was involvement of the student. Epstein (1970:48) contends that "it is not the information that is so entrancing to students but the activity producing that information." Epstein, a biology teacher at Brandeis University, designed his teaching on experience-based learning. In describing his design for a new course, he stated, "we want to design a course to teach what a biologist does when he's doing his biology" (Epstein 1970:11). Tyler (1974:65) emphasized, "For a given objective to be attained, a student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective."

The need for using a systematic approach in curriculum design was discussed in chapter one. Herrscher (1973:16) developed a model illustrating a systematic approach to instruction (see Appendix M). His model included six steps: rationale, objectives, pre-assessment, learning activities, post-assessment, and revision. The specific library instructional model of this study fits within Herrscher's larger model in step number four or learning activities. With the ideas of Epstein, Tyler, and Herrscher in mind, the library instructional model was designed; supported with classroom instructional material and evaluation instruments.

Model Design

In designing the library instructional model, Tyler's (1974:84) criteria for effective organization of learning experiences were used: continuity, sequence, and integration. Continuity deals with the vertical reiteration of major concepts; sequence emphasizes successive experiences built upon the preceding one; integration deals with the horizontal relationships of learning experiences. Each of the criteria are present in the model, as can be seen in Figure 1 below.

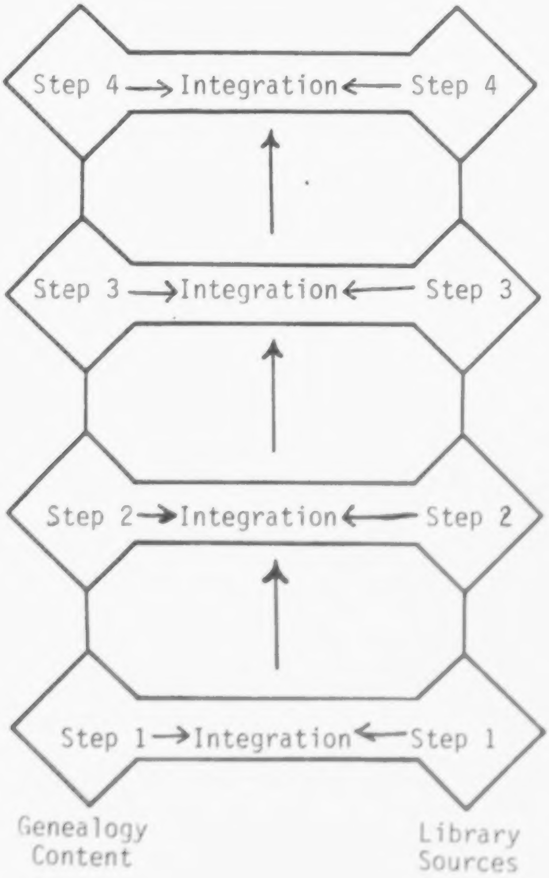
Step 4 → Integration ← Step 4
Step 3 → Integration ← Step 3
Step 2 → Integration ← Step 2
Step 1 → Integration ← Step 1
Genealogy Content
Library Sources

Figure 1

Learning Activities For Integrated Library-Use Instruction

Continuity is illustrated in the model by the use of vertical arrows showing the flow of the instruction. Sequence is shown by the labeling of each subsequence step in the instructional process. Integration is illustrated by the horizontal arrows showing integrated involvement between the genealogy content and the library sources with each step. The model is shown in Appendix K listing specific content, sources, and activity which applies to the genealogy course.

Instructional Material

The philosophical basis for the development of the instructional model of this study came from a statement on library instruction written for Ricks College in 1980 (see Appendix C). It contained three levels of instruction: level one concentrated on the physical locations within the LRC; level two focused on the library catalogs and periodical indexes; and level three emphasized search strategy in specific disciplines.

Usually a student would be taken through each complete level of instruction before going to the next higher level. Genealogical application of the three level structure varied from the norm. The order of use remained the same although all of the services or collections of each level were not included. Most of level one, half of level two, and a small part of level three, as shown in the shaded area of figure 2 on page 75, were part of the library instruction for genealogy.

Five segments of instructional material were developed to be used in teaching the library-instruction unit. The first was an overview of library use for genealogical research. This brief

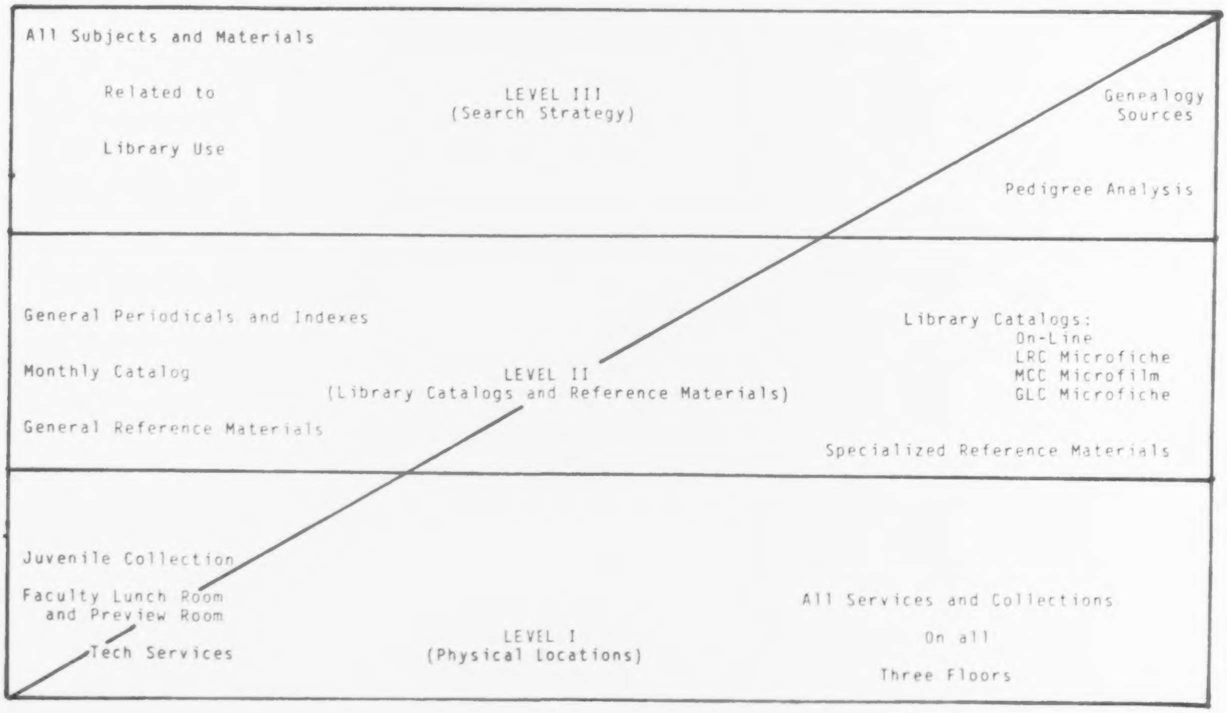
All Subjects and Materials
Related to
Library Use
LEVEL III
(Search Strategy)
Genealogy
Sources
Pedigree Analysis
General Periodicals and Indexes
Monthly Catalog
General Reference Materials
LEVEL II
(Library Catalogs and Reference Materials)
Library Catalogs:
On-Line
LRC Microfiche
MCC Microfilm
GLC Microfiche
Specialized Reference Materials
Juvenile Collection
Faculty Lunch Room
and Preview Room
Tech Services
LEVEL I
(Physical Locations)
All Services and Collections
On all
Three Floors

Figure 2

Three Levels of Library Instruction

unit laid the foundation for the rest of the instruction that followed. It emphasized two principles: (1) those doing genealogical research must become competent library users; and (2) librarians can assist people with genealogical problems.

The second unit was a self-guided tour through the LRC. The students were expected to go to the reference desk on the main floor and ask for a tour guide. They would read the guide as they walked around the library following the directions. After completing the tour, the students would return the tour guide and sign their name

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on the roll, indicating that the tour had been taken. Having this unit as a self-guided tour saved valuable class time.

The third unit focused on using library catalogs and understanding the arrangment of library materials. It was more detailed, covering classification systems (Library of Congress and Dewey Decimal), and four different library catalogs (on-line, microfilm, and two microfiche). The reading material included illustrations and examples which showed the students what they should see when they perform the assignment.

The fourth unit covered reference materials and library services. It did not include many of the general references that are given in a general orientation, rather it focused on materials of particular interest to those doing genealogy. Breivik (1982:83) defends this position by stating, "A great many librarians err by including too many items because they are 'good' or 'important' for the student to know even though they may not relate to . . . the learning objective."

The fifth, and last, unit was the search strategy unit. In this unit, the students were taught to analyze a pedigree chart or a family group sheet and to determine what sources should be used to locate the missing information. In genealogical terminology this activity is referred to as pedigree analysis rather than search strategy, although the process is the same.

For each unit, reading material was given to the students to read prior to the class discussion (see Appendix L). Objectives were included so students would understand what they were supposed to be learning. Following the class discussions, assignments were given so that the students could apply the knowledge they had learned.

Evaluation Instruments

Without some form of evaluation, achievement of objectives would remain unknown. Aluri (1984:24) said, "Evaluation should measure whether students have understood concepts and principles." Breivik (1982:96) added:

> Evaluation takes some of the guesswork out of instruction and brings final results more within control. It pinpoints weaknesses that require supportive action. It gives confidence to those within the program and documentation to those outside. It helps people to discover the limitations of their knowledge and abilities and to take pride in their accomplishments. Evaluation is never perfect. Evaluation is simply a means for improving decision-making.

Four evaluation instruments were developed to test the effectiveness of the library instructional model. The library competency test (Appendix J), which was designed to test students' competency at the end of the instructional period, was described under an earlier heading. The attitudinal survey (Appendix I), designed to test change in attitude, was also described in detail under an earlier heading. The other instruments consisted of a series of student assignments and a student evaluation.

Student Assignments. Follow-up assignments (see Appendix L) to each of the five units of discussion were developed using the instructional objectives (Appendix H) as the guideline. Assignment number one required an explanation of the value and need for genealogy students to be competent in library-use. For assignment two, students were given a blank floor plan of the Ricks College

LRC, on which they had to label all important locations. Assignment three focused on using the four different library catalogs, and knowing how the classification systems work. Students had to look up specific titles as well as items of their own choosing in all four catalogs, using author, title, subject and locality approaches. Assignment four required the students to use selected reference materials, such as maps, atlases, gazetteers, biography indexes, and specialized genealogy reference books.

Assignment five, the most difficult, was the search strategy or pedigree analysis assignment which required the students to assimilate all that they had learned. They were given a genealogical document from which they first had to transcribe the information accurately. Then, they listed the next appropriate source (specific type of record) to use to obtain further information. In addition, the students had to explain the availability of the specific record they listed, which focused on the library activity. The scores of the completed assignments are shown in Table 1 on page 80.

Student Evaluation. Kemp (1971:40) stated that one of the purposes of evaluation "is to determine if there are any weaknesses in the instructional plan in order to enable the teacher to improve it." The students' role in this aspect of evaluation becomes the "primary resource for evaluating the program." Ball State University (Moore 1981:9) developed and used for a two year period a student evaluation instrument for their course-related library instruction program. With some minor adaptations the instrument was revised to fit the course-integrated program of this study. The newly developed instrument consists of nine statements directed at the instructional method, learning objectives, and student assignments. The evaluation followed a Likert-type scale using the responses of strongly agree, agree, undecided, disagree, and strongly disagree. Three open-ended questions were included to elicit additional comments from the students (see Appendix J). The results of this student evaluation are discussed under the heading of evaluation on page 84.

Implementation of Instructional Model

The library-use instructional model was implemented in five beginning genealogy classes at Ricks College during the spring semester, 1985. According to the model design (Appendix K), the sequence of the unit on library-use (step number two) comes between the survey step (number one, how to get started) and the step in using original sources (number three). It may appear that because students had to use some library resources during the survey step, that the library-use step should come first. However, the library-use step has a valid purpose in being the second unit of instruction. A few minor procedural instructions involving the use of microfilm and microfiche as well as some filing policies will suffice for most of the library-use required in the survey step. As the students undertake step two in which concepts of library-use are included along with procedures, they will have already had some experience using library resources. Lolley (1978:65) pointed out, "It is easier and faster for new students to achieve success by using a particular library resource in an isolated setting rather than in an overall conceptual setting." At the completion of the unit, several students commented on how much they had learned about the library.

Evaluation of Instructional Model

Evaluation of library instruction is an important function, particularly for lasting effects. Miller (1980:11) pointed out, "It will provide needed information which will promote effective decision making and it will be possible to see what actually was done and how well it was done." At regular intervals as well as at the end of the library instruction unit, evaluations were administered in the form of: student assignments, an attitudinal survey, the library competency test, and the student evaluation.

Student Assignments

The student assignments (Appendix L) were administered at the conclusion of each of the five individual units. The number completing each assignment varies as all students did not turn in each assignment. The results are shown in Table 1. The mean score ranged from a low of 79 percent on the search strategy assignment to a high of 93 percent on the reference material assignment.

Table 1

Number Completing Assignment, Mean Score, and Percentage of Students Achieving a Minimum Score of 87% by Student Assignment

Assignment	N	Mean Score	Percentage Achieving Minimum
1. Overview	73	91%	82%
2. Floor Plan	72	88%	72%
3. Using Libraries	72	89%	75%
4. Reference Materials	70	93%	84%
5. Search Strategy	68	79%	47%

It has been suggested by the Illinois State Library Association (1982:182) that if students can achieve a minimum score of approximately 87 percent on a library skills test, they should be able to function adequately within a library. Except for the search strategy assignment, the majority of the students in this study scored above this 87 percent minimum level.

Attitudinal Survey

The attitudinal survey (Appendix I) was administered twice; once prior to use of the instructional model and again after exposure to the instructional model. The purpose of the survey was to determine whether students' attitudes toward the library or librarians improved after receiving library-use instruction. Point values of 1 to 5 were assigned to the Likert-type scale. Negative attitudes were reflected by agreeing to statements 2, 3, 6, 7 and 8. Therefore, they were valued in the order of 1, 2, 3, 4, and 5 points respectively. The number of attitudinal surveys included in the comparison was limited to 69, as 15 students who had taken the pre-test were not present for the post-test and nine students who took the post-test had not taken the pre-test.

A matched t-test was used to test for attitude change between the pre-test and the post-test. As can be seen in Table 2 on page 82, the mean score of the post-test shows an improvement in attitude over the pre-test score. The critical value of t for the .05 level of significance with 60 degrees of freedom is 2.000 (Ferguson 1976:487), and this comparison produced a t value of 3.440 for 68 degrees of freedom. Therefore, the null hypothesis (number two), that there is no significant difference in the mean score of the pre-test and the post-test attitudinal survey, will be rejected. The alternative hypothesis, that there would be a significant difference in attitude change between the pre-test and post-test will be accepted.

Table 2

Means, Standard Deviation, and t Value of
Attitudinal Survey by Pre- and Post-Test
N=69

Test	Means	Standard Deviation	t
Pre-test	29.82	3.97	
Post-test	30.81	3.29	3.440

Library Competency Test

The Library competency test was designed to test the effectiveness of the library-use instructional model. It was first administered to the fall semester 1984 genealogy students (the control group) who did not use the library instructional model. Following the use of the instructional model in new genealogy classes during spring semester 1985, the library competency test was administered to the experimental group.

Before the two groups of students could be compared on their scores of the library competency test, it was necessary to determine whether they were comparable academic groups. Intervening variables such as motivation, degree of interest, or level of mental health, were not considered in deermining commensurable status of the two groups. The criterion used to ascertain similar collegiate ability was the cumulative GPA. The entire population of each group, which consisted of 81 students in the control group and 84 students in the experimental group, was used in this comparison. As shown in Table 3 below, there was no significant difference in the mean of the two groups' cumulative GPA's. The critical value of t for the .05 level of significance with 120 degrees of freedom is 1.980 (Ferguson 1976:487), and this comparison produced a t value of only .227 for 163 degrees of freedom.

Table 3

Number, Means, Standard Deviation and t Value of Cumulative GPA by Group

Group	N	Means	Standard Deviation	t
Control	81	2.49	.67	
Experimental	84	2.52	.85	.227

With the similarity of the two groups established, the comparison and test of significance of the mean score of the library competency test between them was performed. As can be seen in Table 4 on page 84, the experimental group, those students who used the library-use instructional model, scored a significantly higher mean score than the control group. The critical value of t for the .05 level of significance with 120 degrees of freedom is 1.980 (Ferguson 1976:487), and this comparison produced a t value of 18.795 for 163 degrees of freedom. Therefore, the null hypothesis (number one), that there is no significant difference in the mean test score of the library competence test between students who have received instruction using the library-use model and those students who have not received instruction using the library-use model, will be rejected. The alternative hypothesis, that there would be a significant difference between the two groups will be accepted.

Table 4

Number, Means, Standard Deviation, and t Value of the Library Competency Test by Group

Group	N	Means	Standard Deviation	t
Control	81	30.24	5.84	
Experimental	84	45.14	4.27	18.795

Student Evaluation

The student evaluation (Appendix J) gave students the opportunity to express themselves about the library instruction as well as the corresponding assignments. Table 5 on page 85, shows each of the nine statements with the percentage of students who agreed, who were undecided, or who disagreed with each statement.

It should be noted that the self-guided tour and assignment received the highest percentage of agreement (99 percent). Three other observations are worth mentioning. First, the search strategy statement received the lowest percent (82 percent) of agreement. Second, 94 percent of the students who asked a librarian for help agreed that the assistance they received was useful. Third, in statement nine, 95 percent of the students indicated that the library

Table 5

Statement and Percentage of Students Who Agreed, were Undecided, or Disagreed With Each Statement of the Student Evaluation of Library Instruction

Statement	N=78	Percent of		
		Agree/ Strongly Agree	Undecided	Disagree/ Strongly Disagree
1. Purpose of library instruction was presented clearly at first class		95	4	1
2. Tour and tour assignment were helpful in learning locations		99	0	1
3. Unit on library catalogs was helpful in using library		92	8	0
4. Assignment on library catalogs provided useful practice		91	5	4
5. Unit on reference materials and library services was helpful.		85	13	2
6. Assignment dealing with selected reference materials was practical		86	12	2
7. Search strategy helped focus on overall use of genealogical sources		82	14	4
8. Requested librarian assistance was helpful		94	2	4
9. Because of this unit, library work can be done better in other classes in college.		95	4	1

instruction they had received would be useful in other college courses.

The last three items on the student evaluation were open-ended questions, which gave the students the opportunity to make additional comments. In question ten (What was the most helpful information?), using library catalogs was mentioned the most often, followed with the library tour. In question eleven (What was the least helpful information?), reference material was mentioned the most. However, twenty-five students (more than twice the number who mentioned reference material) stated that "nothing" was least helpful. Most of the students who responded to question twelve (suggestions for improvement), asked for more time in which to use the library.

Residual Findings

The library competency test included five items under the headings "student profile;" sex, age range, class, major, and home state (residence). These items were included and tested in order to see if there was any significant difference in the responses by profile item. If there were differences, they would need to be taken into consideration when the instructional material is revised.

The value of comparing the results of the library competency test by student profile would apply only to the experimental group, as the control group did not use the instructional model. An independent t-test was used to compare the results by sex, class, and major. A significant difference occurred only in the class category, favoring sophomores, as shown in Table 6 on page 87. An analysis of variance was used to compare the results by age and home state, with a significant difference registering in the age category. Scheffe's (Ferguson 1976:296) test showed that the difference in the age range came between the 17-18 year old students and the 19-21 year old students, also shown in Table 6.

Table 6

Number, Means, t Value, and F Value of Library Competency Test by Student Profile

Student Profile		N	Means	Value t	Value F
1. Sex:	Male	28	44.96		
	Female	55	45.22	.271	
2. Age:	17-18	18	42.72		
	19-21	48	46.04		3.750*
	22-25	11	46.36		
	over 25	6	42.83		
3. Class:	Freshmen	53	44.26		
	Sophomore	30	46.67	2.539*	
4. Major:	Undecided	29	44.10		
	Decided	54	45.69	1.623	
5. Home State:	Idaho	22	45.59		
	Utah	8	42.75		
	California	13	43.46		2.120
	Other	40	45.90		

* Significant at the .05 level of significance

The last question on the library competency test (number 58) asked the students which experience help the most in being able to respond to the test. The results, favoring the genealogy class requirements, are shown in Table 7 on page 88.

Table 7

Number and Percentage of Response to Library Competency Test by Experience

Experience	N=84	Percentage
Genealogy Class	68	81
Another Class	1	1
Own Use for Study	8	10
Own Use for Leisure	2	2
Other	5	6

Summary

Letters of inquiry were sent to five universities, four community colleges, a genealogical society, and the national clearinghouse for library instruction materials. Eight organizations returned helpful materials, although none were using integrated library instruction. A visit was made to Brigham Young University to view their course-related library instruction program. In further preparing for the development of the library instruction model, the guidelines for bibliographic instruction in academic libraries, developed by the Association of College and Research Libraries, were followed.

The curriculum integrated library-use instructional model was developed, which included instructional objectives, a list of library competencies, an attitudinal survey, a model design, instructional material, and evaluation instruments. A systematic approach with appropriate instrucional design and accepted learning principles was used. The model was implemented in the classroom and evaluations were conducted throughout, as well as at the end of the instructional period. The library assignments were useful to students in demonstrating competence in library skills. The attitudinal survey showed improvement in attitude toward the library and librarians following the use of the model. The library competency test showed a significant difference in the mean test scores between the control and experimental groups, favoring the experimental group. The student evaluations were complimentary in their critique of the model and offered constructive suggestions. An analysis of the library competency test by student profile found a significant difference in the responses by age group and by college class.

Chapter 5

INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The value of a library was implied in the 1775 statement of the noted English literary critic, Samuel Johnson. He said, "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it" (Chapman 1976:627). Johnson believed that being able to find information on a subject was as important as being versed in the subject. It does little good to have a vast collection of information available if patrons are unaware of how to use it. As people are gaining their education, particularly on the college level, instruction in the use of information sources should be included. Ritter (1968:40) pointed out, "The gap between library and student can be bridged only by bridging the gap between classroom and library." This gap has been the concern of this study. However, library instruction that is really integrated with course content, not merely attached to it, is difficult to achieve (Benson 1979:177).

Interpretation of Results

The literature search as well as the letters of inquiry indicated that most libraries are not attempting course-integrated library instruction. Benson's (1979:177-8) study found four reasons for integrated instruction not being used: (1) it must be tailor-made for each institution as well as particular courses; (2) faculty have to be treated individually; (3) both time and effort are required of faculty and librarians; and (4) it takes several years to work out a successful program. This study was designed to fill a need for effective library instruction existing in the genealogy curriculum. This study included the development of an instructional model design (Appendix K), an attitudinal survey (Appendix I), a set of instructional objectives (Appendix H), student reading material and assignments (Appendix L), a library competency test (Appendix J), and a student evaluation of the instructional model (Appendix J).

Student Assignments

Most students scored high on the library assignments (Table 1, page 80). According to the Illinois Association of College Research Libraries (1982:182), students who score 87 percent or higher on a library competency test can be expected to work effectively within a library. The only assignment with a mean score below this percentage was the search strategy assignment, yet nearly half of the students still achieved at least the minimum level of 87 percent. Also, the search strategy assignment was the most difficult of the five assignments, and many students did not spend sufficient time on it. From the results of the student assignments, it appears that the majority of these students would be able to function adequately within an academic library, at least in accomplishing genealogical goals.

Attitudinal Survey

The test on the attitudinal survey showed a significant increase in students' attitude following use of the instructional model (Table 2, page 82), thereby rejecting the null hypothesis. The results substantiate earlier studies (Meehan-Black 1981 and Tierno 1983) that indicated that effective library instruction will have a positive influence upon students' attitudes toward libraries and librarians. A potential problem with the comparison is the fact that the pre-test was not given at the beginning of the semester; rather it was given at the beginning of the library-use instruction period. By this time, the students had used the library some and their attitude could have been affected.

Library Competency Test

The library competency test was the only part of the evaluation that involved a comparison between a control group and an experimental group. The two groups were comparable as shown in a t-test of cumulative GPA (Table 3, page 83). The t-test for significant difference on the library competency instrument proved to be in favor of the experimental group, those students who received instruction from the library-use instructional model (Table 4, page 84). This was to be expected as the control group did not receive library instruction through application of the integrated library-use model. The results indicate that the experimental group, by using the newly developed library instructional model, would be more competent in library-use than the control group.

Student Evaluation

The results of the student evaluation were interesting, and rewarding (Table 5, page 85). The self-guided tour received the highest rating on the student evaluation. The typical group-guided tour of many libraries, as indicated in Chapters 1 and 2, were not popular as students would rather forego the experience of being lead through the library as a group. Therefore, the value of the self-guided tour was enhanced. The lowest rating of agreement was on the search strategy unit. This rating would be expected inasmuch as students scored the lowest grade on this assignment. This area should be reviewed closely for possible revision.

Libraries are a service organization. The test of the value of a library is the ability and willingness of the librarians to assist students when called upon (Lyle 1974:97). From this student evaluation, 94 percent of the students who requested help reported that the assistance given was helpful.

Transfer of learning is a viable issue in education (Klausmeier 1969:1483). If the learning that is acquired from one situation can be put to use in another setting, that learning is of optimum value. On the student evaluation, a high percentage (95 percent) of the genealogy students indicated that what they had learned about the library would be useful to them in other college courses that required library research.

The additional comments that were made on the student evaluation were helpful. The material on using library catalogs was listed as being "most helpful." This indicates that students recognized that the catalog is the key to the library, and learning how to use it is critical. The instruction on using reference material was listed as being the "least helpful." Although reference material is demanding in its use, it is a critical collection needed by genealogists as well as other researchers. However, in saying that this instruction was the least helpful, the students may not have been rejecting its importance. Instead, they may have been implying that because they already knew how to use reference material, such instruction was not needed. The fact that the mean score on the reference material assignment was the highest (93 percent) of all the assignments, tends to support the latter idea.

Additional suggestions from many students specified that more time was needed for practice in using the library. This appears to indicate that the students were involved, that they learned from the activity, and that they desired more practical application. Based on the student evaluation, which was the students' perception of what occurred, it appears that the use of the library instructional model could be judged a success.

Residual Findings

The analysis of the library competency test by student profile data produced some interesting residual results. There was no significant difference between the responses by sex or by residence home state. This indicates that educational results are not dominated by sex or geographical areas. The responses between age ranges and between college classes was significantly different, indicating that more mature people do better, or that people with previous college experience (sophomores) would do better in applied learning. The fifth profile item, college major, presented some unexpected results. It appears logical that students who have chosen their major field of study would be more serious about quality academic work, thereby increasing their need and motivation for library resources. Yet, the responses between those who have chosen their major and those who are still undecided produced no significant difference. With the mean score of the library competency test of the decided and undecided students producing high results of 88 percent and 85 percent test score respectively, the indication is that the undecided students are also serious about their studies rather than the decided students not taking their education seriously.

The last question on the library competency test showed that 81 percent of the students felt that the library requirements of the genealogy course helped them the most in taking the library competency test. As instruction of library-use is revised, three implications from the residual findings should be considered: (1) attention to younger students' needs as they learn about the library; (2) special considerations need not be given to groupings by sex, home state, or major; and (3) the value of library instruction being extended to other course work.

Conclusions

The results of this study were positive and certain conclusions can be drawn from the findings. First, there is a problem with effective library instruction being used in academic libraries. However, the problem can be approached through proper curriculum design and appropriate learning principles.

Course-integrated library instruction is not a new idea, but rather an approach seldom used because of the demand of time and effort that is required in order to be effective. This study produced a working curriculum-integrated, library-use instructional model that was not just an addition to the genealogy class but was an integral part of the course. Additional educational value is recognized in this study in that the library instruction model is generic (see Figure 1, page 73), and can be adapted to other academic subjects at Ricks College. The evaluation methods and procedures used in this study indicates that varied evaluations can be done, including tests of statistical data.

The major weakness of the model appears to be in the search strategy component. This unit can benefit from review and revision. The strength of the model appears to be in the design, with students being actively involved in meaningful library research over a period of time. One student commented, "This type of library instruction should be made available to all incoming freshmen." However, one librarian (Bowers 1973:59) appropriately stated:

> No one learns until he chooses to do so, regardless of the method; but, when a person does want to achieve he should have the best opportunity possible, and none is better than seeing how the library as a range of tools relates to course work as a whole. The student who does this seriously is well on his way to learning how to learn.

Recommendations

For Improvement of Practice

With the information explosion of the twentieth century, libraries have come into existence at an unprecedented rate. The prediction, based on the potential of computer storage and retrieval, that society would become a paperless society, may or may not come to pass (Cook 1983). The question is not media and storage, rather it is using available information. A Carnegie Commission study (1972:24) emphasized that the concern of higher education has changed from the teaching of existing knowledge to the "imparting of skills for continuing self-education, particularly in independent study and through the library." The proliferation of knowledge can be confusing and it points out how critical it is for students and non-students alike, to possess some basic library skills. Breivik (1982:4) stated:

> Library instruction is essential to lifelong learning. Education for lifelong learning begins to become a reality when people acquire an awareness of the literature in their chosen fields and learn how it is available, how they can gain access to pertinent information from that literature, how to evaluate it, and how to organize and use it. Such learning goes a long way toward ensuring that education will not stop once students receive their diplomas.

In genealogical research, the need for library competency is evident, particularly as more government agencies, churches, and other organizations submit their records to libraries or other central repositories. Such records may then become available for public use through the regular channels as are all library materials. One program of record collection involves the Church of Jesus Christ of Latter-day Saints (Mormon), which carries on an extensive microfilming operation. Records from all over the world are microfilmed and then housed at the Genealogical Library in Salt Lake City, Utah. Often people can do less costly and more effective research by going to Salt Lake City and using this library to do their research.

Ricks College is committed to providing the students who choose to attend with a quality education (Ricks 1984:8). By integrating library-use into the curriculum, the students' educational experiences should be enhanced as well as made more relevant. Cooperation between academic departments and LRC services has the potential of utilizing integrated library-use models throughout appropriate courses.

Since the initial study and implementation of the curriculum integrated library-use instructional model, the following recommendations are given:

1) Revise the search strategy section prior to Fall semester 1985.
2) Use the instructional model in all genealogy classes during the 1985-86 school year.
3) Evaluate the results of the 1985-86 school year (both semesters) and compare them with the results of the pilot use as reported in this MARP.
4) Review and revise as appropriate the instructional objectives, the instructional material (reading and student assignments), and the evaluation instuments.
5) Develop an additional section of the model to deal with the literature of genealogy in more depth.
6) Adapt the instructional model for use in the advanced genealogy courses.

In additon to the above recommendations, which are locally controlled, it is recommended that the appropriate institutions consider the following:

1) The teaching of library-instruction as an academic function of libraries should be included in the curriculum of graduate library schools.
2) The use of library materials should be basic in any undergraduate or graduate program that prepares students for teaching positions.
3) The Ricks College LRC should consider assigning librarians to each academic division on campus to work with faculty who would like to incorporate more library-use in their curricula.

For Diffusion

The curriculum integrated library-use instructional model that was developed, implemented, and tested for this study, will become a permanent part of the genealogy curriculum beginning fall semester 1985. It has been and will continue to be discussed with the genealogy faculty and appropriate LRC librarians for their imput and suggestions. The other Ricks College personnel to be briefed on the results of this study include appropriate department and division heads, the director of the LRC, and the associate academic vice president. The results will also be shared with the genealogy faculty at Brigham Young University. Publications to be considered for all or parts of this study include: (1) Resources in Education (ERIC); (2) selected genealogical periodicals; (3) selected library periodicals; (4) the Ricks College faculty publication; and (5) the revised edition of the genealogy workbook used in all Ricks College beginning genealogy classes.

Summary

An instructional model designed to integrate library-use instruction into genealogy curriculum was developed, implemented, and evaluated in this study. It was designed to provide students in the genealogy course with an effective learning experience in library-use. The results of the study were analyzed and the model was found to have met its expectation. Though students demonstrated and expressed their satisfaction with the learning experience, revision and improvement were noted and recommended. Plans have been made for an appropriate diffusion of the resulting information.

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APPENDIX A

LETTERS OF SUPPORT

Brigham Young University
Family and Local History Studies

28 Jan 1985

Professor Neal S. Southwick
134 LRC
Ricks College
Rexburg, Idaho 83440

Dear Neal,

I enjoyed very much the opportunity of discussing with you your proposed research project, "Development of a Curriculum Integrated Library Usage Instructional Model."

This is certainly something that is needed in our field of genealogy and family history. There is a critical need for students who pursue genealogical studies to not only become aware of library principles and practices, but to become skilled at using the entire library. Both short and long term success in genealogical research depends heavily upon the confident and wise use of library resources.

I wish you every success in this important project and, when you have completed it, I would appreciate seeing the finished product.

Sincerely,

Ben Bloxham

V. Ben Bloxham, Ph.D.

337 KMH Brigham Young University Provo, Utah 84602 (801) 378-4387

ACADEMIC VICE PRESIDENT
Dean Sorensen

RICKS
COLLEGE

January 29, 1985

Neal Southwick
Religion Department
Ricks College
Rexburg, Idaho 83440

Dear Neal:

I was interested in your brief presentation of your proposed research project on developing a curriculum-integrated library-usage instructional model for your genealogy program.

It is exciting to see innovative work such as this being developed by our faculty members. Your study is sure to make an impact upon the educational atomsphere in your department as well as in other areas of the college as other faculty hear about your work.

I wish you well.

Sincerely,

Dean Sorensen

Dean Sorensen

DS/sb

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2011

DIVISION OF FAMILY AND RELIGIOUS LIVING
Dr. Don Rydalch, Chairman

RICKS
COLLEGE

29 January 1985

Neal Southwick
Faculty Member
Ricks College
Rexburg, Idaho 83440

Dear Neal:

Your proposed major applied research project, "Development of a Curriculum-Integrated Library-Usage Instructional Model: A Systematic Approach" should prove to be very beneficial to your department.

It is also evident the results of your work could be readily adopted by other faculty who use library research as part of their curriculum.

As the division chairman, I am happy to encourage and support such a research project. I hope you will plan to share the results of your study with our faculty.

Respectfully,

Don Rydalch, Chairman
Division of Religious
and Family Living

DDR:bh

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2011

DEPARTMENT OF RELIGION

RICKS
COLLEGE

1/30/85

Neal Southwick
Learning Resources Center
Ricks College
Rexburg, ID 83440

Dear Neal:

Your proposed research project of developing a curriculum-integrated library-usage model is an exciting example of program development for our department.

Though all of our religion curriculum does not lend itself to library research as readily as your area of genealogy and family history, yet it can still serve as a model for the rest of our subject areas.

The results of your study will, no doubt, affect the quality of your own curriculum and will enhance the educational experiences of our students in general.

I will look forward to the results of your study.

Sincerely,

Kenneth J. Brown
Kenneth J. Brown
Department Chairman

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2700

DAVID O. McKAY LEARNING RESOURCES CENTER

RICKS
COLLEGE

15 December 1984

Neal S. Southwick
Genealogy Instructor
Ricks College

Dear Neal,

I appreciate you sharing with me your proposed research project, "Development of a Curriculum Integrated Library-usage Instructional Model: A Systematic Approach." I not only support your efforts, but also feel that the process used to teach effective library-usage in the genealogy courses can serve as a model for other departments that have a need for library research.

This project is not only important to the Learning Resources Center, but should have impact upon the educational quality in general at Ricks College.

I look forward to the results of the study.

Sincerely yours,

Thomas Liau
Director

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2351

APPENDIX B

NEEDS ASSESSMENT OPINIONNAIRE

LIBRARY OPINIONNAIRE

The following statements represent opinions. Your agreement or disagreement is determined on the basis of your own beliefs or feelings. There are no wrong answers. Please check your position on the scale as to how the statement first impresses you. Indicate what you believe to be the case, rather than what you think should be the case.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

	SA	A	U	D	SD
1. Knowing how to use a library is an important skill in general for college students.					
2. Knowing how to use a library is an important skill for people who want to do genealogical research.					
3. Most students do not learn library skills in high school and therefore need additional help in college.					
4. Libraries are generally viewed by students as being complicated, confusing or difficult to use.					
5. Most students will not use the library unless their teachers require them to use it.					
6. Most students go to the library to use the Testing Center, to socialize, or to watch a video, etc., rather than to study.					
7. When students do use the library for studying, they study their own texts or class materials rather than using the library's collection of material.					

	SA	A	U	D	SD
8. There is too much material in a library for a student to be able to use effectively without some structured learning available.					
9. Using library resources on a regular basis can help students obtain better grades in most classes.					
10. Many classes at Ricks College require writing and research abilities and therefore using the library is frequently necessary.					
11. Library usage skills should be taught as part of the genealogy and family history courses.					
12. Other departments, such as English, history, humanities, etc., could effectively utilize library-use skills as part of their courses.					
13. Ricks College should offer learning opportunities in library skills to all students when they first enroll in college.					

APPENDIX C

PHILOSOPHY STATEMENT

RICKS COLLEGE

LEARNING RESOURCES CENTER

Bibliographic Instruction, Philosophy and Objectives

Learning to use the Learning Resources Center (LRC) properly is a very important part of the educational process. While the LRC orientation and instruction programs do much to acquaint the students and faculty with a specific facility and collection, these programs also aid in guiding the individual towards intelligent and independent use of any resource center. And, because the LRC's community of patrons is diverse and can include students, faculty, staff, visitors and local citizens, this nurturing attitude becomes very important.

Competence in the use of this or any other resource center can not possibly be had in one or two sessions of bibliographic instruction or by a single tour, no matter how comprehensive. The sessions or tours should and must be backed by months or even years of competent, efficient service from every LRC staff member encountered during the patron's tenure at Ricks College. This is a type of "outreach."

Ideally, the student is initially exposed to bibliographic research during his/her freshman year. This encounter must be geared toward motivating the student to such an extent that he/she will continue to seek out services and eventually progress to a nearly independent user. Similarly, the college faculty and staff are oriented to the facility and collection. Encounters with LRC staff must help foster good college relations and a positive attitude concerning the center.

The following shows three levels of instruction:

LEVEL I

The students should be familiar with the physical layout, facilities and services available.

Goal

To acquaint students to the LRC with its physical layout and facilities as follows:

a. Book Collection

b. Periodicals and Newspapers

c. Microforms and Equipment

d. Media Materials

e. Library Materials Catalogs

f. Periodical files

g. Indexes and Abstracts

h. Pamphlet files

i. Other Collections:

  1) U.S. Documents
  2) Archives
  3) Maps/Atlases
  4) Children's literature
  5) College catalog
  6) Telephone catalogs
  7) Genealogy Collection
  8) Sheet music
  9) Audio cassettes
  10) Phono discs
  11) Video tapes
  12) Stereo listening

j. Reference Desks

k. Circulation Desk

l. Interlibrary Loan area

m. Reserve Room

n. Copy Center

o. Typing Lab

p. Computer Terminal Lab

LEVEL II

The students should be able to use basic search tools for locating information.

Goal

To teach students how to:

a. Use the library materials catalog to locate material by author, title, or subjects.

b. Use the "Keywords" approach on the on-line computerized catalog.

c. Use the L.C. List of Subject Headings to locate alternate subject headings for specific topics.

d. Use the following to locate specific periodical and newspaper articles:

   1) Readers Guide to Periodical Literature
   2) Social Science and Humanities Index
   3) Public Affairs Information Bulletin
   4) Newsbank
   5) New York Times Index

e. Use the Monthly Catalog to locate U.S. Government publications.

f. Cite sources of information.

LEVEL III

The students should be able to plan and implement an efficient search strategy based on their informational needs using the LRC's resources appropriate to their disciplines.

Goal 1

To teach students to identify subject related sources, such as:

a. Guides to the literature
b. Reviews of the literature
c. Abstracts and digests
d. Bibliographies and indexes
e. Dictionaries
f. Encylopedias
g. Directories and biographical sources
h. Government publications
i. Atlases and pictorial works
j. Handbooks and manuals
k. Statistical sources
l. Yearbooks and annuals
m. Major monographic series
n. Periodicals
o. Pamphlets and picture files

Goal 2

To demonstrate to students the arrangement of information in each of these sources.

Goal 3

To review with students various search strategies useful in a specific subject area.

Goal 4

To teach students to evaluate the materials.

APPENDIX D

GUIDELINES FOR BIBLIOGRAPHIC INSTRUCTION

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES

Guidelines for Bibliographic Instruction in Academic Libraries

Developed by the Bibliographic Instruction Task Force of the Association of College and Research Libraries. Approved as policy by the ACRL Board of Directors on January 31, 1977.

The college and university library performs a unique and indispensable function in the educational process. It bears the central responsibility for developing the college and university library collections; for extending bibliographic control over these collections; for instructing students formally and informally; and for advising faculty and scholars in the use of these collections.

In order to assist college and university libraries in the planning and evaluation of effective programs to instruct members of the academic community in the identification and use of information resources, the following guidelines for bibliographic instruction in academic libraries are suggested:

The library should:

(1) assess the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure;

(2) prepare a written profile of the community's information needs;

(3) develop a written statement of objectives of bibliographic instruction which:

- (a) includes immediate and long-range goals with projected timetables for implementation;
- (b) is directed to specific identified needs within the academic community, and permits various methods of instruction for all segments of the academic community who have a need to use library resources and services;
- (c) outlines methods by which progress toward the attainment of instructional objectives can be measured. Methodology must provide for measures of learning, attitude and cost.

(4) provide continuing financial support for bibliographic instruction,

- (a) clearly identifiable within the library's budget program and statements;
- (b) sufficient to provide the professional and supportive staff, equipment, materials and facilities necessary to attain the delineated objectives.

(5) employ librarians and other qualified staff to plan, implement and evaluate the program,

- (a) inclusive of persons with training in: various academic disciplines, the identification and use of library resources, teaching skills, preparation and use of audiovisual and other instructional materials, preparation and use of evaluative instruments, clerical skills;
- (b) in sufficient numbers necessary to attain the delineated objectives;
- (c) clearly identifiable and of a status similar to persons responsible for planning, implementing and evaluating the other major functions of the library.

(6) provide facilities, equipment and materials

- (a) to accommodate the preparation of instructional materials and the presentation of various modes of instruction (individual, small or large group, lecture, discussion, media, etc.);
- (b) of sufficient size, number and scope to accommodate the attainment of the delineated objectives.

(7) involve the academic community in the formulation of objectives and the evaluation of their attainment.

(8) evaluate regularly the effectiveness of the instructional program, and demonstrate substantial attainment of written objectives. ■■

Copies of these guidelines are available, upon request, from the ACRL Office, 50 E. Huron St., Chicago, IL 60611.

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APPENDIX E

LETTERS OF INQUIRY

DAVID O. McKAY LEARNING RESOURCES CENTER

RICKS
COLLEGE

1 February 1985

Ms. Miranda Lee, Librarian
Bibliographic Instruction
Merrill Library
Utah State University
Logan, UT 84322

Dear Ms. Lee:

I am currently developing curriculum-integrated library usage instruction for one of our courses here at Ricks College. I would be interested to know if there are any courses on your campus that integrate library usage instruction in their curriculum. If there are, I would appreciate receiving copies of their course syllabi or other materials that are used for library instruction. If you do not have access to this information, please inform me who I may contact about it.

Your assistance is appreciated.

Sincerely,

Neal S. Southwick
Genealogy Dept.

p. 128
Ms. Nancy Baker
General Reference Librarian
Marriott Library
University of Utah
Salt Lake City, UT 84112

p. 131
Ms. Dorothy Jacob, Reference and Bibliographic Instruction Librarian
Idaho State University Library
Pocatello, ID 83209

p. 129
Mr. Scott Birkinshaw
Bibliographic Instruction Librarian
Stewart Library
Weber State College
3750 Harrison Blvd.
Ogden, UT 84408

p. 132
Mr. Stephen Poppino
Reference Librarian
Library Media Center
College of Southern Idaho
315 Falls Avenue
Twin Falls, ID 83303

p. 133
Mr. Keith Sturts, Director
North Idaho College Library
1000 W. Garden Avenue
Coeur d'Alene, ID 83814

p. 130
Ms. Janet Strong, Circulation and Bibliographic Instruction Librarian
Boise State University Library
1910 University Drive
Boise, ID 83725

p. 134
Mr. Brad Wightman
Public Services Librarian
Lucy A. Phillips Library
Snow College
Ephraim, UT 84627

p. 135
Mr. Delmar D. Gott
Librarian
Dixie College Library
225 S. 700 East
St. George, UT 84770

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2351

DAVID O. McKAY LEARNING RESOURCES CENTER

RICKS
COLLEGE

1 February 1985

Dr. Raymond S. Wright
Public Services Librarian
Genealogical Library
50 East North Temple
Salt Lake City, UT 84150

Dear Ray,

I am revising my beginning genealogy course, building into it a more formal library-usage instructional segment. This will include not only how to use genealogical sources within a library, but also how to use libraries in general, such as being familiar with the physical layout, knowing how to use the library catalog (card, fiche or on-line), and major reference materials.

What I would like to know is what you folks do at the Genealogical Library to teach your patrons overall library usage. Do you have an instructional mini-course like some of your genealogy classes? How extensive are the guided tours? Have you produced handout materials to cover the topic?

I would appreciate receiving copies of any materials you use that deal with library instruction. Your assistance is appreciated.

Thank you.

Sincerely,

Neal S. Southwick
Genealogy Dept.

Rexburg, Idaho 83440 / Telephone: Area Code 208-356-2351

DAVID O. McKAY LEARNING RESOURCES CENTER

RICKS
COLLEGE

6 February 1985

Carolyn Kirkendall, Director
LOEX Clearinghouse
Center of Educational Resources
Eastern Michigan University
Ypsilanti, Michigan 48197

Dear Ms. Kirkendall:

I am currently developing course-integrated library instruction for my genealogy course at Ricks College. I am interested to know what type of material you may have in your collection that may be helpful to me.

Thank you for your assistance.

Sincerely,

Neal S. Southwick
Genealogy Dept.

Rexburg, Idaho 83440 / Telephone Area Code 208-356-2351

APPENDIX F
LIBRARY INSTRUCTION
BRIGHAM YOUNG UNIVERSITY

138-139

BIBLIOGRAPHIC INSTRUCTION

HAROLD B. LEE LIBRARY
BRIGHAM YOUNG UNIVERSITY

The bibliographic instruction program at Brigham Young University functions on two levels in an effort to meet the academic needs of each student. The program is linked with the English Composition Department, through which two levels of composition courses are required of all students. It has been found that unless library instruction is tied to the curriculum, only a few highly motivated students will take advantage of it.

LEVEL I: FRESHMAN INSTRUCTION

The General Reference Department coordinates this instruction in which a unit on basic research strategy is taught in each freshman English class. A research strategy model which moves from general background sources, through more specialized reference sources, and finally into specific research material shows the student the importance of obtaining background information before attempting to focus on a research topic. This approach helps the student acquire something to think with and helps lay a foundation on which solid research can be conducted.

The instructional program includes one hour in class with the teacher discussing the research model. During the following class period students come to the library where a librarian demonstrates the application of the research strategy by showing sources used to gather background and research material for a selected topic. Students then select from approximately 100 pre-searched topics. A prepared study guide leads the student through the model, helping him/her gain background on the topic, formulate a specific research question, and finally search out research material. One week after the library lecture the student gives the instructor a completed Background Study. Within one or two weeks from that time a 4-6 page research paper is due.

LEVEL II: JUNIOR INSTRUCTION

All subject librarians participate in this instruction which aims to give the student more in-depth knowledge of research tools in specific academic fields. By the time the student is a junior, fully into an academic major, knowing how to research that particular major has relevance beyond the required research paper in the English class.

This instructional program moves the student into sources in a specific academic discipline. The student first obtains a subject bibliography listing background sources such as dictionaries, encyclopedias, and guides. The student uses these sources independently to define and delimit a topic for the term paper proposal assignment. Subject librarians present a one-hour orientation lecture several times each semester for each academic discipline. Students attend the lecture to learn of bibliographic tools and research strategy specific to that discipline. The student is then required to submit a term paper proposal assignment which lists specific reference sources, subject headings, and relevant research material that would be used in writing a term paper on the topic.

SELF-INSTRUCTION PROGRAMS AND TESTS

Each student who receives instruction in Level I and Level II is required to complete three library use tests. Ideally these should be completed prior to the instructional units. The three tests cover:

1. A taped tour of the library's services and facilities
2. Use of the card catalog
3. Use of periodical indexes and book indexes

The tests are computer scored and the results are sent to the English Department instructors.

APPENDIX G

141 - 142

MODEL OBJECTIVES

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES

ACADEMIC BIBLIOGRAPHIC INSTRUCTION: MODEL STATEMENT OF OBJECTIVES

by ACRL Bibliographic Instruction Task Force

While reviewing the model statement a few points should be kept in mind:

1. The model statement's primary purposes are to (a) get academic librarians to focus on and articulate what their instructional objectives should be and to design instructional programs to achieve these objectives, and (b) stimulate research into whether existing programs are achieving these objectives.

2. The objectives are those for an entire program of bibliographic instruction in an academic institution.

3. The objectives are intended to cover bibliographic instruction programs for *undergraduates*. Some objectives are no doubt applicable to any level of student, but these objectives in their totality are intended to speak specifically to the needs of undergraduates.

4. The objectives do not suggest one method of instruction nor should they be used for evaluating a particular instruction unit.

5. An attempt has been made to write the enabling objectives (E's)[1] as *behavoral* objectives.[2] In any institution's revision or individually written objectives the objectives should be specific and measurable.

6. The arrangement of the terminal objectives and the related enabling objectives is not intended to suggest a sequence for an instructional program nor is it intended to suggest an order of significance. The Task Force has debated extensively whether the objectives should include aspects of what have commonly been called orientation in what is supposed to be a statement on bibliographic instruction. While the Task Force is absolutely convinced that orientation is not sufficient neither are we convinced that meaningful instruction can be divorced from orientation to a particular library.

7. The Task Force believes that the primary role of bibliographic instruction is to provide students with the specific skills needed to successfully complete their assignments. But in addition, bibliographic instruction should also serve the more general function of preparing students to make effective life long use of the library regardless of specific course work. Individual librarians or library

staffs must use all of their skills to develop an instruction program that achieves these or revised objectives in the context of the students' course and library use.

The model statement is composed of a series of terminal objectives (T1, T2, T1a, T1b, etc.) written during 1973. These objectives have received the careful attention of the Task Force and other librarians involved in library instruction. Since October 1973, the Task Force has been working on the enabling objectives (E1, E2, etc.) which are listed under each terminal objective. The final version was approved at American Library Association in July, 1974.

OBJECTIVES

General objective:

A STUDENT, BY THE TIME HE OR SHE COMPLETES A PROGRAM OF UNDERGRADUATE STUDIES, SHOULD BE ABLE TO MAKE EFFICIENT AND EFFECTIVE USE OF THE AVAILABLE LIBRARY RESOURCES AND PERSONNEL IN THE IDENTIFICATION AND PROCUREMENT OF MATERIAL TO MEET AN INFORMATION NEED.

T1. *The student recognizes the library as a primary source of recorded information.*

E1. Given a list of information needs and services which can best handled by a variety of campus units, the student correctly identifies the library as the best unit for at least 85%* of the appropriate listings. For example, given a list of 25 information needs or services of which 14 are best handled by the library, the student correctly suggests the library for 12 of those 14 items.

T2. *The student recognizes the library staff, particularly the reference staff, as a source of information, and is comfortable seeking assistance from staff members.*

E1. Given a map of the library the student is able to locate key service points (e.g., circulation, reserve, periodicals). The student can identify the location of information and/or reference area(s) of the library.

E2. The student can identify the members of the reference staff by sight and locate their offices.

E3. (If applicable) the student can identify by name the member(s) of the reference staff best qualified to assist him in his subject major.

E4. The student asks the reference staff for assistance whenever library-related information is needed.

E5. When asked about library services the vast majority of students will respond positively to questions such as: "Are there people within the library who are willing to give assistance in locating needed information?" "Do these people give competent assistance?"

T3. *The student is familiar with (or has knowledge of) the library resources that are available to him.*

a. *The student knows what library units exist on his campus and where they are located. The student knows what major in-*

formation resources and collections are available in these units.

E1. While seeking information from the library, students will use most campus library units which contain substantial material relevant to their topic.

E2. While using the library, students will use a variety of collections within the central library: Documents, pamphlet file, microfilm, etc., as appropriate to their topic.

b. *The student understands the procedures established for using these facilities.*

E1. A student can sign out a library item correctly (as defined by each institution).

E2. The student can interpret library forms (e.g., overdue notices, search forms, hold requests, etc.)

c. *The student knows about the off–campus information facilities available and how to approach their resources.*

E1. A student will ask the reference staff for advice about the possibilities of other information resources outside the "official libraries" of his college or university when those sources do not meet his needs.

E2. A student who has need of materials which the library does not have will request that they be borrowed from another library.

T4. *The student can make effective use of the library resources available to him.*

a. *He knows how to use institutional holdings records (such as the card catalog and serials holdings lists) to locate materials in the library system.*

E1. Given a map of the library the student can correctly identify the location of the library's catalog (e.g., card catalog, book catalog, public shelf list) and other holdings lists in 3* minutes.

E2. The student will correctly identify and explain the purpose of selected elements on a sample catalog entry in 5* minutes. The selected elements will include: the author, title, place of publication, publisher, date of publication, series title*, bibliographic notes, tracings, and call number.

E3. Given a topic or list of topics, the student will accurately list the items found in the catalog on those topics in a specified period of time. The topics will include items which require the student to use the U.S. Library of Congress *Subject headings used in the dictionary catalog of the Library of Congress.* The student will also have to demonstrate his knowledge of form subdivisions, and subject filing rules such as historical subdivisions are filed in chronological order.

E4. Given a list of materials, the student in a specified time, can correctly identify and locate those materials which the library owns. The list shall include incomplete citations, citations which are listed under entries other than the "main entry." It will also include:

Book (individual author)
Book (corporate or institutional author)
Journal (recent issue)
Journal (older or discontinued title)
Newspaper
U.S. Document
Pamphlet
Non–book materials
Microform
Other, as appropriate to the institution

This list will include items which require the student to demonstrate his knowledge of selected filing rules such as: initial articles are ignored in filing, abbreviations are filed as if spelled out, Mc is filed as if spelled Mac, numerals are filed as if spelled out.

b. *He knows how to use reference tools basic to all subject areas.*

E1. Given a map of the library, the student can correctly identify the location of the reference department (and its catalog) in a specified time period.

E2. In a specified time period, the student can identify major reference tools (encyclopedia, dictionary, index) in an unfamiliar field using a guide to the literature such as *Winchell's Guide to Reference Books.*

E3. In a specified time period, the student can list 5 periodical titles (and the indexes which cover them) in an unfamiliar subject field using a directory such as *Ulrich's International Periodical Directory.*

E4. In a specified time period, the student will list five titles available on an unfamiliar topic using a bibliography such as *Subject Guide to Books in Print, Bibliographic Index,* Library of Congress, *Books' Subjects.*

E5. Given a topic with which the sudent is unfamiliar, in a specified time period, he will locate a general introduction to that topic and at least 2 references to further information using an encyclopedia. The topic as stated should require the use of the encyclopedia's index to locate relevant materials.

E6. Given a sample entry, the student will correctly identify selected elements of a typical periodical index entry in a specified period of time. These elements will include:

title of article, title of journal, volume, date, author, pages.

E7. Given a list of topics and a list of indexes (such as *Reader's Guide, SSHI, ASTI, PAIS)* the student will select the index which best covers each topic. At least 85%* of the students' selections should be correct.

E8. Given the author and title of a book, the student will locate a review of that book in a specified time period using a book review index such as *Book Review Digest*, and *Book Review Index*.

E9. Given a specific topic of current interest, in a specified time period, the student will locate two newspaper articles on that topic using a newspaper index such as the *New York Times Index*.

*E10. Given the name of a witness who has appeared before a Congressional Committee, the student can locate a complete citation to that testimony using *CIS Index* in a specified time period.

*E11. Given a topic of recent concern to the federal government, the student can locate citations to information issued by both the Executive and Congressional branches using the *CIS Index* and/or the *Monthly Catalog*.

*E12. Given a specific need for statistical information on the U.S., the student can locate the requested statistics and identify the agency publication from which the statistic was taken using *Statistical Abstract of the United States* in a specified time period.

c. *The student knows how information is organized in his own field of interest and how to use its basic reference tools.*

d. *The student can plan and implement an efficient search strategy using library, campus, and other resources as appropriate.*

e. *The student is able to evaluate materials and select those appropriate to his needs.*

E1. Given a topic within his major field of interest, in a specified time period, the student will compile a quality bibliography using an efficient search strategy and keep a diary of his search. A librarian and/or classroom faculty member will judge the quality of the bibliography on the following factors:

(1) 80% of the entries shall meet one or more of the following criteria:

(a) be written by recognized authorities in the field.

(b) be represented in standard bibliographies on the topic.

(c) appear in a recognized journal in the field.

(2) bibliographic format will conform to accepted standards in that subject field.

A librarian will judge the efficiency of the search strategy as evidenced in the diary. The diary should evidence:

(1) The student clearly defined his topic before or during the initial stages of the search.

(2) The student considered and effectively used alternative search terms throughout his search.

(3) The student consulted an encyclopedia or handbook or other general source to obtain standard data or information on his topic early in his search.

(4) The student searched for and used available bibliographies on his topic.

(5) The student searched relevant indexes, or abstracts to update his information.

(6) The student used the subject card catalog.

(7) The student used bibliographies and/or footnotes in relevant materials found during his search.

(8) The student used book reviews, biographical aids or other sources to help him evaluate materials.

(9) The student made accurate complete bibliographic notes and avoided repeated searches to locate or check citations.

(10) The student located materials of interest to him outside the library.

(11) The student consulted librarians and faculty members for aid and suggestions whenever appropriate.

*An asterisk beside an item or number indicates that the Task Force does not recommend it; it is only suggestive.

APPENDIX H

LIBRARY-USE INSTRUCTIONAL OBJECTIVES
FOR
GENEALOGY STUDENTS

149-150

OBJECTIVES IN LIBRARY-USE FOR GENEALOGY STUDENTS

The objectives are described in a hierarchy of three levels: first, "General Objectives" which are overall goals of a program; second, "Terminal Objectives" (listed as T) which break the general objectives into specific meaningful units; and third, "Enabling Objectives" (listed as E) which define the specific knowledge or skills necessary to achieve the terminal objectives.

General Objective

Upon completion of the genealogy course, a student should be able to make effective use of the available library resources in meeting specific genealogical needs.

Terminal and Enabling Objectives

T 1. The student recognizes the role libraries play in meeting genealogical research needs.

  E 1. The student will be able to explain why a person must be a competent library user in order to be successful in genealogical research.

T 2. The student recognizes the library staff as a resource and will seek assistance as needed.

  E 1. The student will be able to explain how the library staff can assist him when he needs help as he attempts to solve genealogical problems.

T 3. The student is familiar with the library resources that are available to him at Ricks College.

  a. The student knows the location of the genealogical materials within the LRC at Ricks College.

    E 1. The student will be able to correctly identify the location of the genealogical microfilm and microfiche collections as well as the major genealogical book collection in the Ricks College LRC.

  b. The student is aware of the relationship between the Ricks College LRC and the Genealogical Library in Salt Lake City, Utah.

    E 1. The student will be able to correctly explain the "branch library" relationship between the Ricks College LRC and the Genealogical Library in Salt Lake City.

    E 2. The student will be able to fill out an order form properly in order to borrow materials from the Genealogical Library in Salt Lake City.

  c. The student is aware of other facilities that contain resource materials which are used for genealogical purposes.

    E 1. The student will be able to correctly identify other important repositories besides libraries for doing genealogical research; such as county courthouses, church archives, vital record offices, etc.

T 4. The student can make effective use of library resources that are available to him.

  a. The student is familiar with all the important locations and services that are in the Ricks College LRC.

E 1. Given a blank floor plan of the Ricks College LRC, the student can correctly identify the location of all the important collections and services which are of interest to the person doing genealogical research.

b. The student knows how to use the Ricks College LRC materials catalogs (on-line and microfiche) to locate appropriate materials.

c. The student knows how to use the Salt Lake City Genealogical Library materials catalogs (Genealogical Library Catalog-GLC and Microfilm Card Catalog-MCC) to locate appropriate materials.

E 1. the student will be able to recognize the difference between the Ricks College LRC on-line computer catalog and the microfiche catalog. More importantly, he will be able to correctly identify the on-line computer catalog as the main library catalog and the microfiche catalog as the backup catalog.

E 2. the student will be able to recognize the difference between the GLC microfiche and MCC microfilm catalogs of the Genealogical Library in Salt Lake City. More importantly he will be able to correctly identify the GLC as the newest and most up-to-date catalog and the MCC as the older, out of date catalog.

E 3. The student will be able to correctly identify selected elements from a sample catalog entry:

a) For published materials, this will include author, title, date of publication and call number.

b) For unpublished materials, this will include type of record, jurisdiction covered, years included, and call number.

E 4. The student will be able to correctly specify "locality" as being the catalog subject heading that is most important and most used for genealogical research.

E 5. The student will be able to correctly identify the classification numbers within the Dewey Decimal system and classification letters within the Library of Congress system that are designated for genealogy.

E 6. the student will be able to correctly identify the difference between the following types of call numbers: Dewey Decimal, Library of Congress and Accession Number.

E 7. given a list of subjects, titles, authors or locatlities, the student will be able to accurately list the items found in any of the catlaogs: LRC on-line, LRC microfiche, GLC or MCC.

d. The student knows how to use selected reference tools basic to genealogical research.

E 1. the student will be able to correctly identify and list selected basic reference tools necessary for genealogical research, such as: maps, atlases, gazetteers, local histories, genealogical textbooks, specialized indexes, and biographical indexes.

E 2. the student will be able to correctly identify the types of information found in the above reference tools.

e. The student is aware of library services that can assist him in doing genealogical research.

  E 1. The student will be able to correctly identify certain library services that can assist him in doing genealogical research such as photocopying, interlibrary loan, and use of genealogical consultants.

f. The student can plan and implement an appropriate search strategy using library and other resources as necessary.

  E 1. Given a specific genealogical problem, the student will be able to:

    a) list appropriate sources to use in solving the problem.

    b) outline appropriate procedures to accomplish the search using library materials as well as other resources.

APPENDIX I

ATTITUDINAL SURVEY

155-156

LIBRARY OPINIONNAIRE

The following statements represent opinions. Your agreement or disagreement is determined on the basis of your own feelings. There are no wrong answers. Please check your position on the scale as to how the statement first impresses you. Indicate what you feel to be the case, rather than what you think should be the case.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

	SA	A	U	D	SD
1. I find a library a very comfortable place to work when I need to go there.					
2. Walking into a library is like going into a church (awe inspiring/reverent feeling).					
3. I only go to a library when someone makes me go.					
4. I feel confident in using library catalogs (such as card datalog or computer catalog).					
5. When I go to a library, I often spend more time than I planned because I find so many interesting things there.					
6. A person should only ask librarians for help when it looks like they are not busy.					
7. Normally a librarian can only help you when you know what you are looking for.					
8. I expect to use the Ricks College LRC for studying only, as none of my courses will require research.					

APPENDIX J

EVALUATION INSTRUMENTS :

LIBRARY COMPETENCY TEST

STUDENT EVALUATION

LIBRARY COMPETENCY TEST

STUDENT PROFILE

1. Sex
    - a. Male
    - b. Female
2. Age Range
    - a. 17-18
    - b. 19-21
    - c. 22-25
    - d. Over 25
3. Class
    - a. Freshman
    - b. Sophomore
4. Major
    - a. Undecided (General)
    - b. Decided (Please specify):
5. Home State
    - a. Idaho
    - b. Utah
    - c. California
    - d. Other (Please specify):

PHYSICAL LOCATIONS IN LRC

Please respond to this section of questions by choosing the appropriate floor on which you believe the various service areas or collections are located.

	a. First Floor	b. Second Floor	c. Third Floor	d. All Floors
6. General Book Collection A-L				
7. Elevator				
8. Circulation/Check-out Area				
9. Interlibrary Loan Area				
10. Computer Terminal Lab				
11. College Archives				
12. Photography Studio/Lab				
13. Restrooms				
14. Copy Center				

	a. First Floor	b. Second Floor	c. Third Floor	d. All Floors
15. Public Telephone				
16. Periodical Indexes				
17. Testing Center				
18. General Book Collection M-Z				
19. Study Areas				
20. Group Study Rooms				
21. Typewriter/Word Processing Lab				
22. Reserve Area				
23. Video Cassette Viewing Area				
24. Genealogy/Microfilm Room				
25. Periodical/Magazine Collection				
26. Information Desk(s)				
27. Self Service Photocopy Machines				
28. Computerized Library Materials Catalog (On-line catalog)				
29. Audio-visual self-help Lab				
30. Special Collections and Manuscripts Room				
31. Atlas Collection(s)				
32. Sound Recording Room				
33. Genealogy Book Collection				
34. General Reference Collection				
35. Flat Map Collection				
36. Microfiche Library Materials Catalog				
37. Government Documents Collection				

LIBRARY MATERIALS CATALOGS

38. The main library materials catalog for the Ricks College LRC is:
    a. A card catalog
    b. A book catalog
    c. An on-line computerized catalog
    d. A mirofilm catalog
    e. A microfiche catalog

39. The backup library materials catalog for the LRC is:
    a. A card catalog
    b. A book catalog
    c. An on-line computerized catalog
    d. A mirofilm catalog
    e. A microfiche catalog

40. The older library materials catalog for the Genealogical Library in Salt Lake City is available at Ricks College as:
    a. A card catalog
    b. A book catalog
    c. An on-line computerized catalog
    d. A microfilm catalog
    e. A microfiche catalog

41. The newest library materials catalog for the Genealogical Library in Salt Lake City is available at Ricks College as:
    a. A card catalog
    b. A book catalog
    c. An on-line computerized catalog
    d. A microfilm catalog
    e. A microfiche catalog

42. Which of the following headings in the library materials catalog is the most important to use in doing genealogical research?
    a. Title
    b. Author
    c. Subject
    d. Locality

43. Which classification number in the Dewey Decimal system stands for genealogy?
    a. 329
    b. 900
    c. 976
    d. 929
    e. 629

44. Which classification letters in the Library of Congress system stand for genealogy?
    a. HA
    b. CS
    c. DA
    d. FS
    e. GN

45. Which one of the following is a Dewey Decimal number?
    a. 976.129 B6g
    b. H 290 Wlv
    c. 034521
    d. F 429 G6
    e. 828,046

46. Which one of the following is a Library of Congress number?
    a. 976.129 B6g
    b. 290.4 Wlv
    c. 034521
    d. F 429 G6
    e. 828,046

47. Which one of the following is an accession number?
    a. 976.129 B6g
    b. H 290 Wlv
    c. 034.521 C2a
    d. F 429 G6
    e. 828,046

48. The main heading and sub-heading entries in the library materials catalog for original genealogical research would be in the order of:
    a. Title - Subject
    b. Locality - Type of Record
    c. Author - Locality
    d. Subject - Title
    e. Locality - Author

REFERENCE MATERIALS AND LIBRARY SERVICES

49. Locality reference tools include:
    a. Maps and atlases
    b. Gazetteers
    c. Local histories
    d. All of the above
    e. None of the above

50. Which one of the following is best for giving information on population, location on a map, political jurisdictions, origins, etc.
    a. Atlas
    b. Gazetteer
    c. Local history
    d. Genealogical textbook
    e. Specialized index

51. Which one of the following will tell how to do genealogy?
    a. Atlas
    b. Gazetteer
    c. Local history
    d. Genealogical textbook
    e. Specialized index

52. Which one of the following gives a genealogical listing of the names of the heads of households for a given census year?
    a. Atlas
    b. Gazetteer
    c. Local history
    d. Genealogical textbook
    e. Specialized index

53. A map and an atlas is exactly the same thing.
    a. True
    b. False

54. Photocopying service is very important for genealogical research.
    a. True
    b. False

55. Genealogical materials housed at the Genealogical Library in Salt Lake City are not available on loan.
    a. True
    b. False

56. Materials in other libraries throughout the world may be obtained through a service called "Interlibrary Loan."
    a. True
    b. False

57. If a person wants to hire someone to do his/her genealogical research, there are competent professional genealogists available.
    a. True
    b. False

CONCLUSION

58. Which experience has helped you the most in being able to respond to this test?
    a. The requirements of the genealogy class.
    b. Another class that required the use of the library.
    c. My own use of the library for general class study purposes.
    d. My own use of the library for liesure or personal purposes.
    e. Other (Please specify):

STUDENT EVALUATION OF THE LIBRARY-USE INSTRUCTION

So that we might evaluate our library instruction part of the genealogy program, please respond to all of the following statements by checking the appropriate box that best describes your feelings. There are three open-ended questions at the end for your response.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

	SA	A	U	D	SD
1. The prupose of the library instruction was presented clearly in the written material at the first class session.					
2. The self-guided tour and the assignment based on the tour were helpful in learning the basic services and physical locations within the LRC.					
3. The unit which focused on using library catalogs was helpful in understanding how libraries are organized and how to use their collections.					
4. The assignment dealing with the On-line and LRC microfiche catalogs, as well as the GLC and MCC catalogs provided useful practice in using library catalogs.					
5. The unit on reference materials and library services was helpful in understanding selected reference material basic to genealogy and basic library services essential to genealogy.					
6. The assignment dealing with selected reference materials gave practical value in using maps, atlases, gazetteers, etc.					
7. The search strategy unit (pedigree analysis) was useful in helping to focus on the overall use of genealogical sources.					

	SA	A	U	D	SD
8. As you were doing your assignments for the library instruction units, did you ask a librarian for assistance at any time? Yes____ No____ If yes, respond to the following statement: The assistance given was helpful.					
9. Because of the library instruction I received in this genealogy class, I feel that I will be able to better use the library in other college classes I take.					

10. What information given during the library instruction unit was the most helpful to you?

11. What information given during the library instruction unit was the least helpful to you?

12. What suggestions would you offer to help improve the library instruction unit?

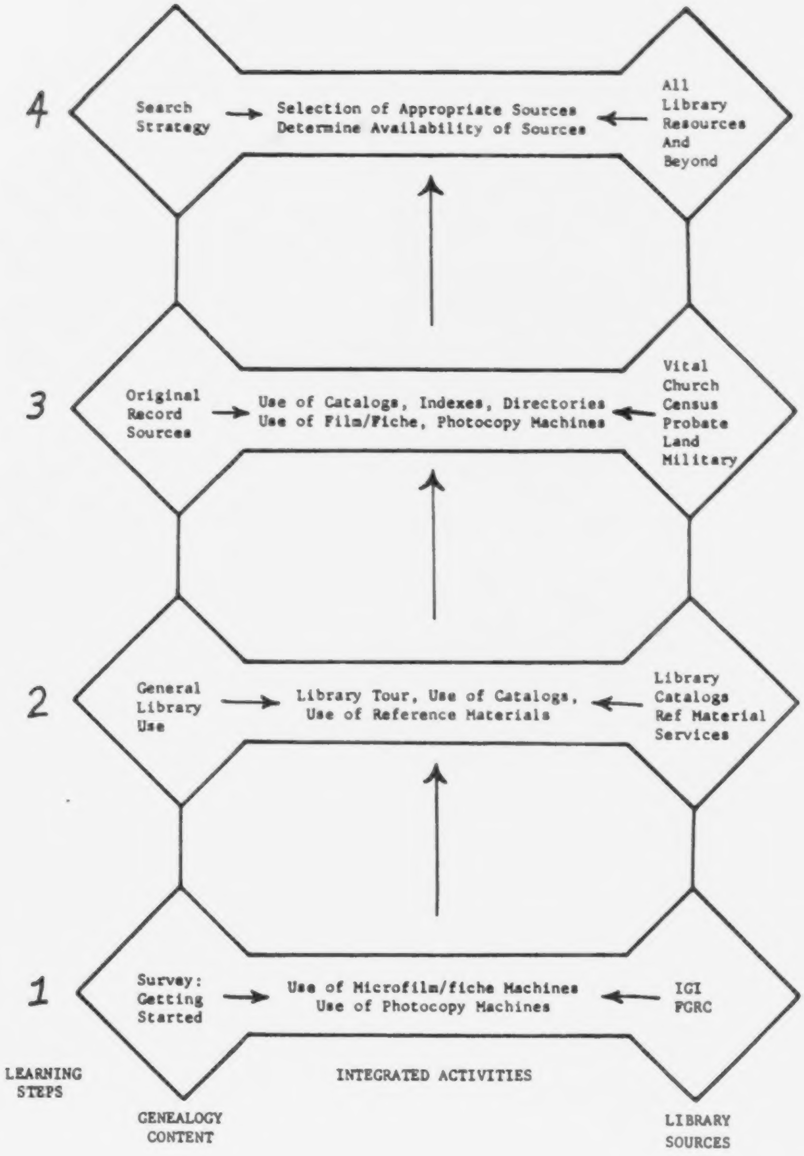
APPENDIX K

MODEL DESIGN

165-166

GENEALOGY INTEGRATED LIBRARY-USE INSTRUCTION

GENEALOGY INTEGRATED LIBRARY-USE INSTRUCTIONAL MODEL


4
Search Strategy
Selection of Appropriate Sources
Determine Availability of Sources
All Library Resources And Beyond
3
Original Record Sources
Use of Catalogs, Indexes, Directories
Use of Film/Fiche, Photocopy Machines
Vital
Church
Census
Probate
Land
Military
2
General Library Use
Library Tour, Use of Catalogs,
Use of Reference Materials
Library
Catalogs
Ref Material
Services
1
Survey: Getting Started
Use of Microfilm/fiche Machines
Use of Photocopy Machines
IGI
FGRC
LEARNING STEPS
GENEALOGY CONTENT
INTEGRATED ACTIVITIES
LIBRARY SOURCES

APPENDIX L
INSTRUCTIONAL MATERIAL:
READING MATERIAL
STUDENT ASSIGNMENTS

Library Reading # 1

OVERVIEW OF LIBRARY USE FOR GENEALOGICAL RESEARCH

Basic Philosophy

As students begin their genealogical research activities, two fundamental principles for success must be understood: (1) those doing genealogy must become competent library users; and (2) they must understand that librarians or library staff can assist them with genealogical problems if they are willing to request assistance.

The first principle is critical, as more and more records are being turned over to libraries and other repositories for safe keeping and for making them more available to the public. People who cannot function inside a library will likely give up genealogical efforts quickly. The second principle will save the researcher time, effort and sometimes even money. Anyone should be willing to approach these resource experts, as they are available for the specific purpose of assisting people with their questions. People who are afraid to ask for help will likely spend many frustrating hours needlessly.

If people doing genealogical research become good library users, they will not only be more successful meeting immediate genealogical objectives, but will likely also become effective life-long learners and their genealogical activity will not be short lived.

Libraries and Repositories

Many facilities can be used by those interested in genealogical research. Included are the following:

Libraries

Different types of libraries should be considered: academic libraries, public libraries (large and small), and special library. Even outside the specialized genealogical libraries, academic and public libraries and sizeable genealogical collections exist and can be categorized as genealogical libraries. However, even the library that does not concentrate on building a genealogical collection will have materials that are useful to those involved in genealogy.

The Genealogical Library in Salt lake City, Utah is the largest specialized genealogical library in the world. It loans its microfilm collection to millions through its own network of branch libraries. There are currently 411 such branch libraries throughout the United States as well as 104 other in twenty-one foreign countries. One of these branch libraries is located in the Ricks College LRC. Because of this branch library relationship, many students at Ricks Colelge can borrow copies of old records from all over the world for research purposes.

Other Repositories

Libraries are not the only places of interest for those doing genealogy. Other repositories are not only useful but also essential. These include places like county courthouses, historical societies, vital record offices, state archives, and church vestries. Although these repositories are not considered as libraries, they will often have a structured organization to their record collection. Competent library users should adapt readily to whatever organizational method or system that is being used.

Student Objectives

Following this unit of instruction, students will understand the role of the library and library staff in the genealogical research process. They will also understand that the Ricks College LRC can help them, that the Genealogical Library in Salt Lake City can be used, and that there are other important record repositories to use besides libraries.

Library Use Assignment #1

LIBRARY OVERVIEW

Name____Class Time____________

This assignment is a follow-up to the discussion on overview of library use for genealogical research. It is designed so as to determine if the student objectives have been met. Please answer the questions completely but briefly.

1. Explain why people need to be competent library users for success in genealogical research.

2. Explain how library personnel can assist genealogy students.

3. Explain where the genealogical microfilm and microfiche collections are located in the Ricks College LRC. Also specify the location of the main genealogy book colleciton.

4. Explain the relationship between the Ricks College LRC and the Genealogical Library in Salt Lake City. Also mention what can be done because of that relationship.

5. List three other repositories besides libraries that would be useful for genealogical research.

Library Reading # 2

LRC SELF-GUIDED TOUR

Introduction

Welcome to the David O. McKay Learning Resources Center. It is called a learning resources center because there are many resources other than books from which you can learn, either in a formal sense or for relaxed enjoyment. This tour is designed to help you become acquainted with the intellectual hub of the Ricks College campus. This tour is specifically designed for those doing genealogical research. Therefore some locations are left out.

While on this tour you need not take notes, but do observe your surroundings and notice the location of important collections or services, particularly those listed in **bold type.** Following this tour, you will complete an assignment in identifying locations within the LRC. You will also complete an evaluation of your knowledge of the locations of some of the services and collections. Each of these locations have been determined to be useful to those who are doing genealogical research. Enjoy your tour.

First Floor

As you begin this tour you should be on the east side of the round **information desk** on the first floor. Face east, which is toward the exit doors. In front of you (or perhaps off to the right) is our **computer terminal library-materials catalog**. It is called an "on-line" catalog and serves as an index to most of the books or other materials housed in the LRC. To use it, you sit in front of the terminal keyboard and type in the title, author or topic keywords. In seconds your search will be completed with, hopefully, several items on the screen from which to choose. You need not try it now, as you will be given another assignment later on which you can practice.

Now walk past the computer terminals, turn right and go about twenty feet and stop. To your left is our **periodical/magazine collection**. It is in alphabetical order by title and may be in the form of bound books, on microfiche, or current issues. These are used for finding articles for research papers, supplemental class study, or even relaxed reading for enjoyment. To your right are the **indexes to the periodicals and magazines**. There are general indexes such as Reader's Guide as well as indexes for specific fields, such as Education Index. If you are doing research, consult the indexes before using the periodicals.

Continue on to the end of the periodical collection. Turn to your right and go west. You will walk in front of the **atlas collection**. An atlas is a collection of maps bound in book form. There are current maps as well as historical ones. They cover the whole world, individual countries, states or regional areas. This collection can be very helpful to someone doing genealogy.

When you come to the end of the atlas collection and index tables you will be looking at the newspaper browsing area. Here you can read current newspapers as well as consult the old issues the New York Times on microfilm. Turn to your right and go about twenty-five feet and stop.

To your left is the **reference collection**. This collection of books and other materials is different than the rest of the library. It contains the type of material that is used for specific information or facts rather than indepth reading. This material includes items like dictionaries, encyclopedias, almanacs, handbooks, manuals, yearbooks, biographical works and bibliographies. There are general references as well as books dealing with specific fields. This collection is to be used on the premises and cannot be checked out.

Continue straight ahead to the end of the reference shelves. Turn left and you will pass another **on-line computer catalog**. As you continue into an open study area you will come to another library materials catalog--our **microfiche catalog**. This is a backup catalog to the on-line catalog. It should be used if the computer is down or when you are not finding appropriate materials from your on-line search. The microfiche catalog is divided into two parts: a title/author listing and a subject listing. The accompanying microfiche reading machines are necessary in order to read the catalog. You will have an opportunity at a later time to experiment with this catalog.

Turn around and walk toward the exit doors. Just before you come to the round information desk, and next to a couple more on-line terminals, you will see the **Interlibrary Loan desk**. If you need materials that are not in our collection, you can request them through this service. Interlibrary loan service makes available the resources of libraries all over the country.

Continue on toward the exit doors. You will pass a **photocopy machine** which is a self-operated coin machine. This is one of four photocopy machines located on the first floor. If you need help in using it, consult one of the librarians or student library assistants. About fifteen feet before reaching the exit doors turn left and go about twenty-five feet and stop.

On your left is the **circulation/check-out counter**. This is the place where you check out books, A/V equipment or other LRC materials. Our check out system is automated so you will need your student ID card to facilitate the process. To your right are two more **photocopy machines** as well as another **on-line computer catalog**.

As you continue toward the north end of the LRC you will pass the **restrooms** on your right; first the men's and then further on around the corner, the women's. You are entering an **open study area**. Go about three-fourths of the way through it and stop. There are open study areas throughout the LRC on all three floors. If you are still facing north, you will see an **elevator** up ahead. This elevator is keyed for use by faculty and staff and handicapped students or patrons. If you have need for elevator use, you may obtain a key at the circulation desk.

To your left behind the glass wall is the **Reserve Area**. This area is used for specialized study. Teachers often place books or magazine articles on reserve so they will be available to an entire class. Special time-usage restrictions are placed on this material. This is also the area where music records and tapes are kept for student use.

To your right is the **typewriter/word processing lab**. It is also referred to as the **computer lab**. These machines are available for student use in fulfilling class assignments on a no-cost usage basis. Go ahead and peek in.

To the left of the elevator is the north end stair-well. Take the stairs and go up to the second floor.

Second Floor

As you leave the stair-well on the second floor, turn right and you will be facing the Technical Services Area of the LRC. This is where materials are ordered, processed and cataloged. This is primarily an employees area. Now turn around and go past the **elevator** and you will come to the **copy center**. This facility is operated by the college press and can be used for large bulk jobs. Small jobs can be done on the self-serve copy machines that are located on each floor. Turn to your right and go down the hall. On your right you will see room 226. This room is used as a classroom for much of the daytime, but at nights and when not being used during the day, it can be scheduled for **group study**. Three other "group study" rooms are located on the second floor. Students who need to study or talk out-loud are encouraged to use these rooms so open study areas on the floor can be maintained for quiet study.

As you continue going south, you will see a short hall off to your left. At the end, on your left, is another **group study room** and on your right is the **women's restroom**. Go back out to the main hall and turn to your left. Directly around the corner you will see another **photocopy machine** for public use. To your right you will see a large glassed-in area, which is room 230. This area serves several functions. Go inside. To many people this room is called the **genealogy/microfilm room**. However, it contains only part of our genealogy collection and it includes other material besides genealogy. You will notice there are cabinets of microfilm, some reference books (behind the display dividers) and a large collection of microfiche. In order to read the collection, both microfilm and microfiche readers are available. You will also notice that photocopy machines for the film and fiche are available (on the right as you come through the door). This room also contains an **on-line computer catalog** (behind the front desk on your left).

At the end of this large room is a **special collections room**, where manuscripts, rare books, or other special material is housed. Inside and adjacent to the special collections room is the LRC vault for valued materials. This area is also referred to as the **college archives**. Now leave the genealogy/microfilm room and return to the floor. Just ahead of you, across the hall you will see the **men's restroom**. Turn to your right around the corner of the genealogy room. You will find yourself in an **open study area**. About half-way down, turn to your left, go about thirty-five feet and stop. The second floor contains the **books that are classified in the A-L category** of the Library of Congress classification system. However, you will notice that the bookshelves are not all together. They are spread out all over the floor with study tables and desks all around.

Now walk toward the south end of the floor and turn to your left at the wall. As you walk toward the east side of the LRC, you will notice two more **group study rooms** off to your right. In front of you are more study stations and book shelves. Turn left in front of the group study rooms and go through the study desks toward the exit doors. You will pass the bookshelves that contain the **genealogy book collection** to your right. Even though the bookshelves are spread out, notice the hanging signs that tell you the major subjects that are included in that section.

Now continue on and stop in front of the **information desk**. You will notice that on the left side of the information desk is located two more **on-line computer catalogs**. Also on the right side is another copy of the **microfiche library catalog**. Turn around, go out the doors to the second floor lobby, and take the stairs up to the third level.

Third Floor

When you reach the third floor lobby, notice the **photocopy machine** in front of you against the wall. This is the only one on the third level. As you go through the doors to the library collection, on your left you will see the third floor **on-line computer catalog** and to your right the **microfiche catalog**. Turn left in front of the **information desk**. You will go through an **open study area** and toward room 344. This room doubles as a classroom and group study room. At room 344 turn right, go through the book shelves and into the next open study area. To your left against the wall are two more **group study rooms**. The **book collection on this floor are those classified in the M-Z category** of the Library of Congress classification system.

From this study area turn right and go to the big metal cabinets. STOP. These large drawers contain our **flat map collection**. These maps are not only helpful to those doing genealogy, but are also valuable to the historian, geographer and others as well.

On past the flat map files you can see our **government document collection**. We not only have a copy of the Congressional Record, but many other publications on many subjects that are printed by our government. We are a repository of government documents and therefore receive shipments of new material weekly.

Now turn right and go back out by the information desk. You will notice a temporary short wall to your left and to the right of the information desk. This walls off our **video cassette viewing area**. Walk down through it and you will probably see students watching movies, classroom presentations, or some other video production. To find out what type of videos are available, use the video catalog. This area can be used for classroom studies or for relaxed pleasurable viewing.

As you leave the video area, turn to your left and go down the long hall. You will pass the **public restrooms** on your right. At the end and to your right is the **audio/visual self-help lab**. Go inside. This area can be used to do many exciting things such as make posters or signs, do fancy lettering, laminate documents, or do photo copy work with a close-lens camera. Many students will use this area as they compile their family history or to be creative with their Book of Remembrance.

Now leave the A/V room and go straight ahead. Just past the hall to the left you will see room 322. Though not labled, it is the **sound recording room**. In here students can make their own tape recordings or make taped copies of other material. This room is kept locked and must be scheduled ahead of time in order to use it.

Further down to your left is the **testing center**, a seeming popular place on campus. It is located on the third floor so that by the time a student has climbed three floors they are ready to rest and test. Good luck! From the testing center turn right, then a quick left and you will be heading toward the **elevator**. If you had a key, you could ride down. But since you do not, turn around and head back down the hall to the main floor.

Before turning the corner notice room 325, across from the testing center. Again this room is not labeled, but it is the **photo studio/lab**. It is not open for student use. However, individual and group photos can be taken there.

Turn two corners and head back to the exit doors (do not use the south stair-well to return to the first floor). When you reach the exit doors, go down the stairs to the main lobby. Notice the **public phones** on the south wall. These are the only phones for public use in the LRC.

Please return this tour guide to the round information desk (not the long check-out desk) and be sure you sign the sheet to attest to the fact that you have taken this tour.

Library Use Assignment # 2

LIBRARY TOUR

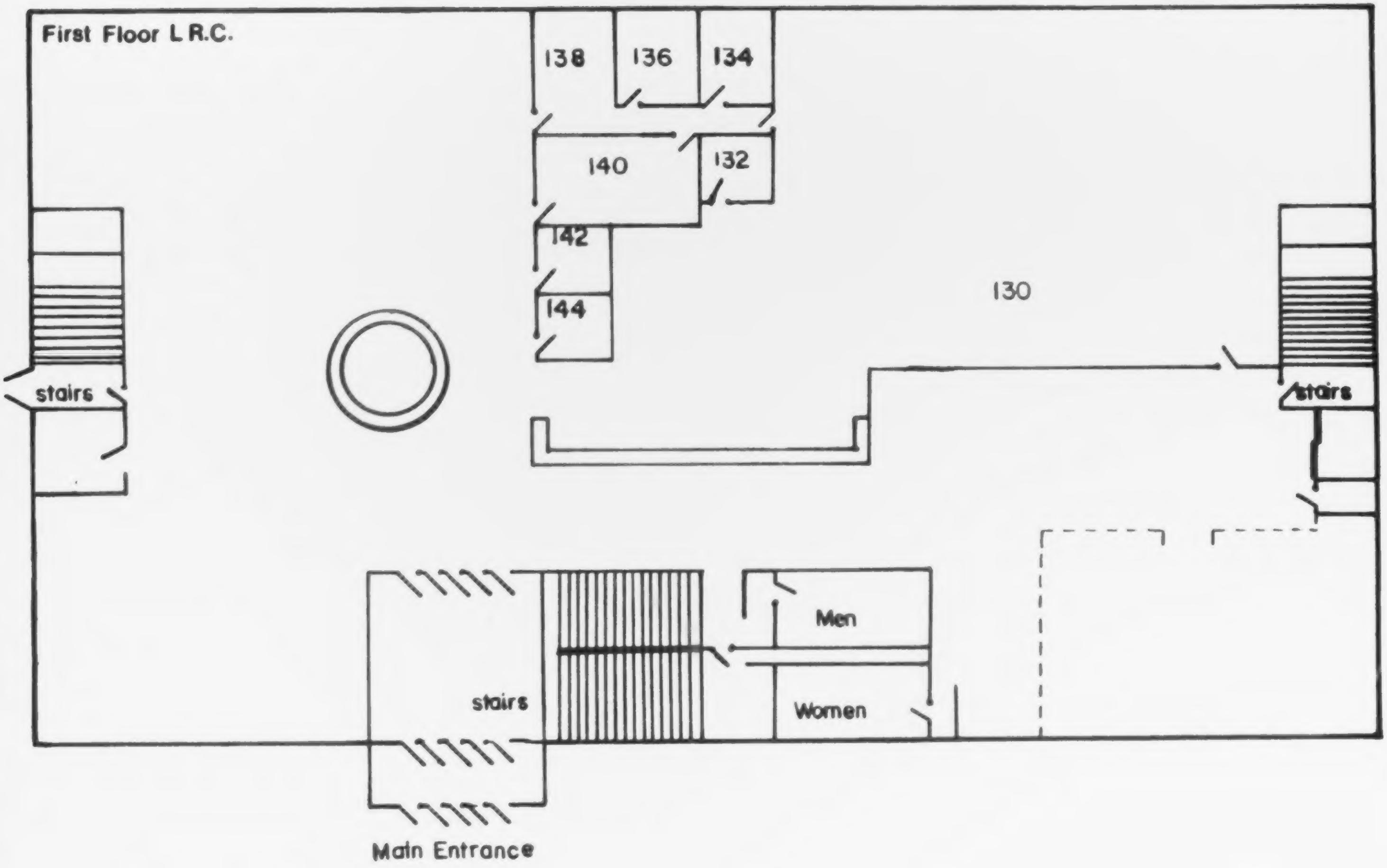
Name____ Class Time______________

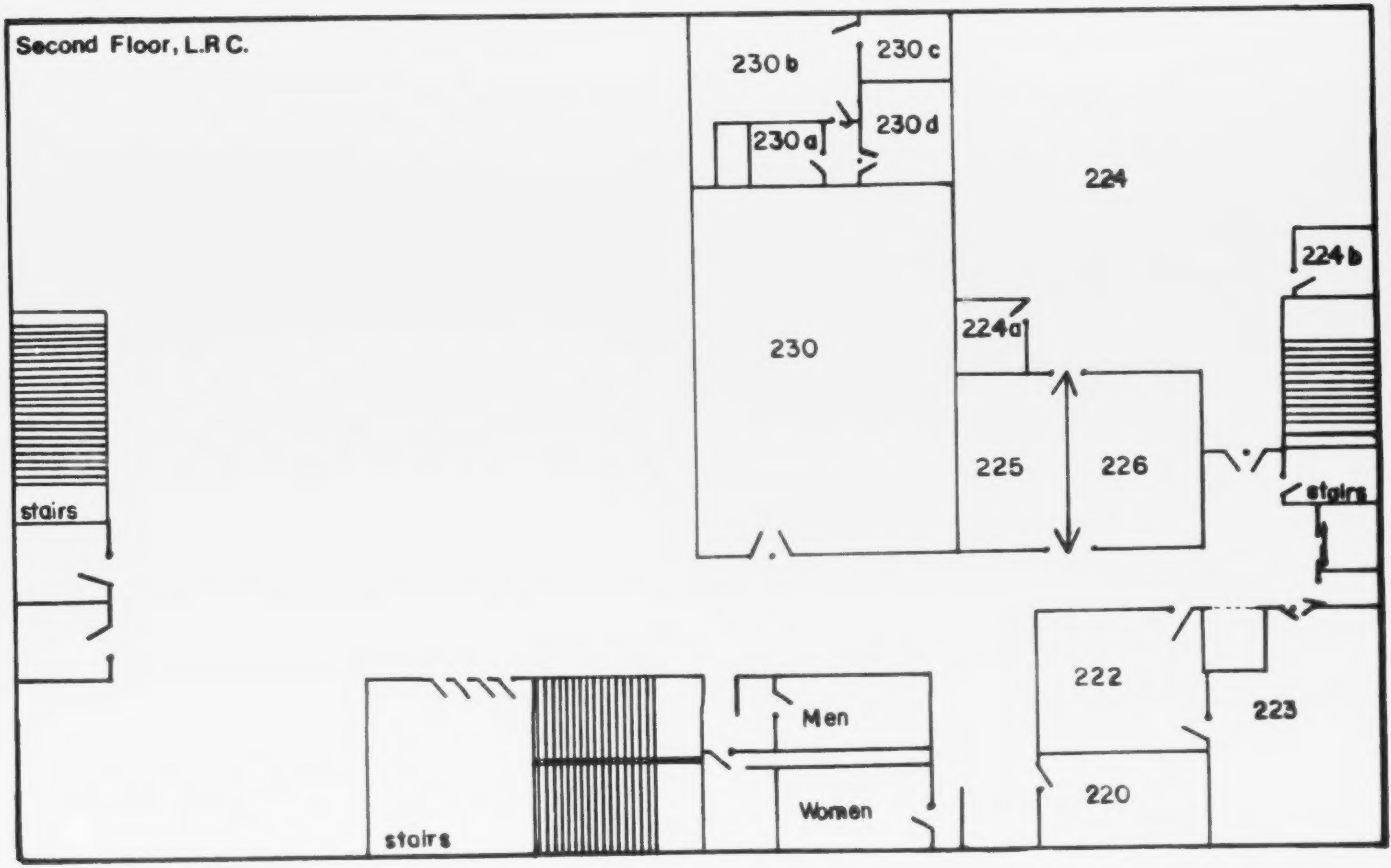
A. This assignment is a follow-up to the LRC self-guided tour that you took. It contains a floor plan of all three levels of the LRC. You are to walk around the LRC and fill in the collections and services where they appear on the floor plan. Try and remember the locations pointed out on the tour and list them. However, by walking around you should pick up most everything by observation. Do not overlook obvious services like the elevator or the restrooms.

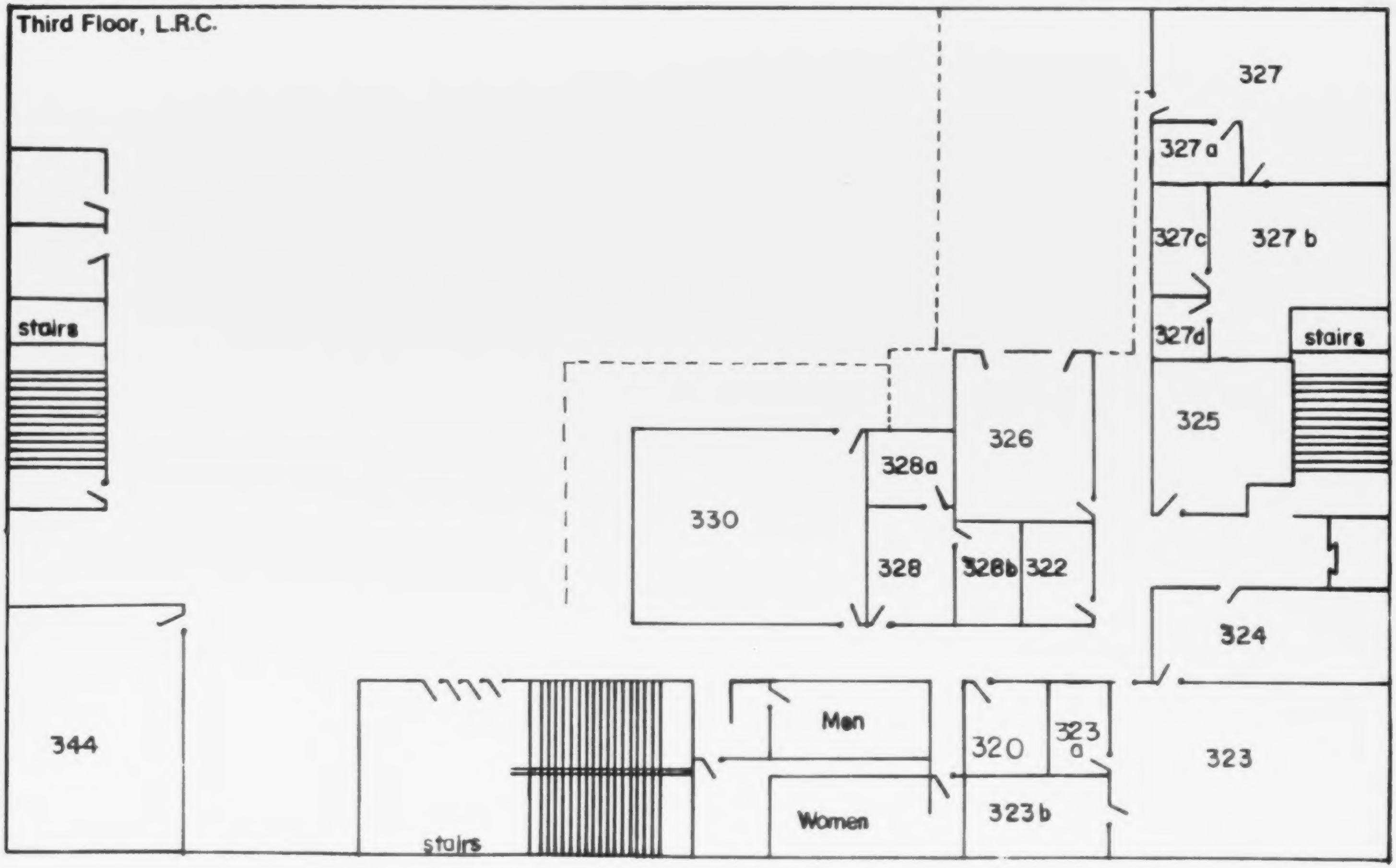
B. There are eight LRC services that are located on more than one floor.

1.
2.
3.
4.
5.
6.
7.
8.

C. The objective of this unit of instruction is that students will be able to identify the location of all the important collections and services within the Ricks College LRC which are of interest to the person doing genealogical research.


First Floor L R.C.
138
136
134
140
132
142
144
130
stairs
stairs
stairs
Men
Women
Main Entrance


Second Floor, L.R C.
230 b
230 c
230 d
230 a
224
224 b
224 a
230
225
226
stairs
stairs
222
223
Men
Women
220
stairs


Third Floor, L.R.C.
327
327 a
327c
327 b
327d
stairs
stairs
325
326
328a
330
328
328b
322
324
344
Men
Women
stairs
320
323 a
323
323 b

Library Reading # 3

USING LIBRARIES

Introduction

In order to use libraries effectively, understanding how their materials are arranged and knowing how to use the library catalogs to find material is critical. This unit of instruction will center around two concepts; the organization of library materials and using library catalogs.

Student Objectives

At the conclusion of this unit of instruction students will be able to recognize the difference between the four library catalogs available in the Ricks College LRC. They will be able to identify important elements on a catalog entry, including the subject headings most important in genealogy. They will be able to identify the Dewey classification numbers and Library of Congress classification letters that represent genealogy. They will be able to tell the difference between Dewey Decimal, Library of Congress and accession number call numbers. Given a list of subjects, titles, authors or localities, students will be able to find appropriate items in any of the four library catalogs.

ORGANIZATION OF LIBRARY MATERIALS

Classification Systems

Classification systems were developed so that materials on the same subject would be placed together on the library shelves, making the organizational structure of materials (filing and retrieving) more efficient. For example, once a person locates materials on a certain subject on the shelves, he can browse through a lot of other items on the same topic. The two major classification systems are the Library of Congress and Dewey Decimal. Another system which needs to be mentioned, though not a classification system, is the accession number system.

Library of Congress

The Library of Congress classification system is a combination of letters and numbers. Each letter of the alphabet stands for a general field of knowledge. A second letter added to the first subdivides the general subject. Adding numbers still further sub-divides the subject into more specific topics. (e.g. CS 435 is an English parish register in the broader category of genealogy). Examples of this system are shown in the special handout on the Library of Congress System.

Dewey Decimal

The Dewey Decimal classification system is a numerical system. It has ten general fields of knowledge using the classes of 000, 100, 200, . . . 900. by adding numbers in the tens and ones places the general fields are sub-divided into more specialized subjects. After the first three numbers a decimal is added, thereby making more additions an unlimited possibility (e.g. 929.273, which is the number for a family history in the broader subject of genealogy). Examples of the Dewey system are shown in the special handout.

Accession Number

This system is a simple numbering system. The first item to come into the collection gets # 1, the second # 2 and so on. The four hundred and thirty-first item obtained in numbered 431. It is an organization system but not a classification system, as like subjects are not placed together. The Genealogical Library in Salt Lake City uses this system for their microfilm collection (books are classed with Dewey numbers). The Ricks College LRC also uses the same number system on its genealogy microfilm collection. A typical accession number would look like this: 186,210 or 007,263, etc.

Approach to Using Library Catalogs

Most material in libraries are filed in the catalog by author, title and subject. If the library has the item you want, you should find it listed under one or all of these ways. You may be able to find some genealogical material by author or title, but generally you will not know this information. Most genealogical records are not published books and therefore there is no author or perhaps not even a title. So the subject approach is the approach most used in genealogy. However, the subject "genealogy" is usually too broad to do much good. People doing genealogy are interested in records that wre kept in the area where their ancestors were living. Therefore, the locality name becomes the subject search (e.g. New York, Erie County). Secondary to locality will be the type of records (e.g. New York, Erie County - Census Records).

A notable exception to the locality search is in looking for something like a family history or published family genealogy. In this case, the family surname becomes the subject (e.g. Harris Family).

Catalog entry headings (the first words at the top of the entry) indicate the right place in the catalog. Such headings enable the researcher to avoid being somewhere other then the place of special interest and thereby failing to find what he is after.

USING LIBRARY CATALOGS

There are four library catalogs in the Ricks College LRC; two for use of the Ricks College LRC and two for use of our specialized microfilm genealogy collection as well as the Genealogical Library in Salt Lake City. The following instructions explain how to use each of them.

Ricks College LRC

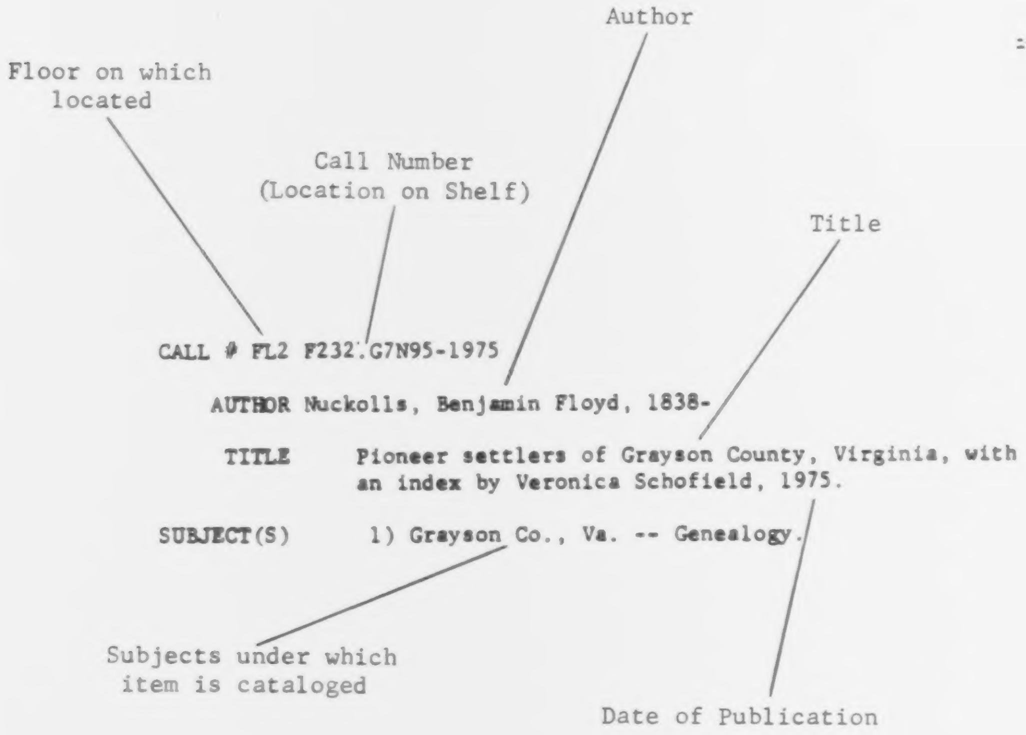
On-line Computer Catalog

The on-line computer catalog is the main library materials catalog for the Ricks Colelge LRC. To use it, sit in front of the terminal keyboard (like a typewriter keyboard) and type in requests.

Five types of searches or a help message display are available:

1. Topical KEYWORD Search
2. Subject KEYWORD Search
3. Title KEYWORD Search
4. Author AUTHORITY Search
5. Author KEYWORD Search
6. DISPLAY HELP MESSAGE

When an item is found in any of the searches it may look like the folowing example. The important parts of this entry are as follows:


Author
Floor on which located
Call Number (Location on Shelf)
Title
Subjects under which item is cataloged
Date of Publication

CALL # FL2 F232.G7N95-1975

AUTHOR Nuckolls, Benjamin Floyd, 1838-

TITLE Pioneer settlers of Grayson County, Virginia, with an index by Veronica Schofield, 1975.

SUBJECT(S) 1) Grayson Co., Va. -- Genealogy.

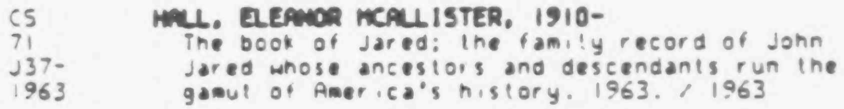
Before initiating a search, it may be helpful to read the instructions displayed in the "Help Message." They will appear on five successive screen displays. Those who are already familiar with these instructions can proceed to the search mode.

Remember that the on-line computer catalog is not perfect. There are some problems with the system, as it is still being developed. When difficulties arise, rather than giving up and going home, try the LRC's backup catalog, the microfiche catalog.

Microfiche Catalog

This catalog is a backup catalog to the on-line computer catalog, which is updated about once a year. It is divided into two separate catalogs: an author/title catlog and a subject catalog. Both are arranged in alphabetical order. For example, the book by George B. Everton entitled Handy Book for Genealogists, is filed in the author/title catalog under E (Everton) for authors name or under H (Handy) for the title. In the subject catalog, search under G for Genealogy. The following examples are taken from the microfiche catalog:

Author Entry



```
CS      HALL, ELEANOR MCALLISTER, 1910-
71        The book of Jared; the family record of John
J37-      Jared whose ancestors and descendants run the
1963      gamut of America's history. 1963. / 1963
```

Title Entry

CS 71. H665- 1906	**HINSDALE GENEALOGY** Andrews, Herbert Cornelius. Hinsdale, Sanford Charles. Holman, Alfred L..

Subject Entry (using family surname as subject)

	WESTWOOD FAMILY.
CS 71 W48 W4	Westwood, Richard Elwyn, ed. / Westwood family history...

Subject Entry (using localities as subjects)

County - State - Type

	WILSON COUNTY (TENN.) -- GENEALOGY.
F 443 W75 W27	Whitley, Edythe Johns Rucker, 1900- / Marriages of Wilson County, Tennessee, 1802-1850 / compiled by Edythe Rucker Whitley : with an index by Eleanor R. Antoniak.

State - County - Type

	UTAH -- SAN JUAN CO. -- HISTORY.
F 826 C73	Crabtree, Lamont J. / The incredible mission / by Lamont J. Crabtree.

State - County - Town - Type

	UTAH -- SANPETE CO. -- EPHRAIM -- HISTORY.
F 834 E7 08	CENTENNIAL BOOK COMMITTEE / Our yesterdays : a history of Ephraim, Utah, 1854-1979 / edited by Centennial Book Committee and Ephraim History Committee.

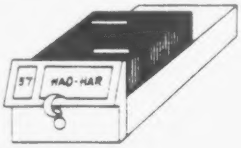
Keep in mind that in genealogy, locality is the most important subject search for two reasons. First, the subject "genealogy" is too broad for most searches. Second, most records are listed by locality; they are not published books by authors. However, genealogy reference books and family histories can be looked up by author or title as well as by subject.

Genealogical Library
Salt Lake City, Utah

Introduction

The Genealogical Library in Salt Lake City is the largest genealogical library in the world. It has over 500 branch libraries worldwide, one of which is housed in the Ricks College LRC. Because of the borrowing privilege available to the branch libraries and because the Ricks College LRC's microfilm genealogy collection is organized following the pattern (which includes using the same call numbers) of the Salt Lake Genealogical Library, having an understanding of their library catalogs is essential for user success. Upon finding specific records in the microfilm colleciton in The Genealogical Library, they can be obtained on loan. To borrow the records, fill out an order slip (available on the front desk in the genealogy/microfilm room #230), with the appropriate information on it and give it to the secretary at the back of the room. At the Genealogical Library, there currently are three catalogs, two of which are available in the Ricks College LRC (the GLC and MCC). They are described as follows:

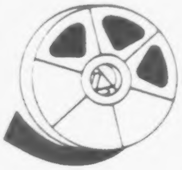
Dictionary Card Catalog **Paper Cards**



This is a catalog, printed on paper cards, *in the main library*. These cards are filed alphabetically in drawers. No cards have been added to this catalog since December 31, 1978 when the GLC came into being. The records in this catalog are gradually being added to the GLC. *When this conversion process is complete the Dictionary Card Catalog will be discontinued.* Until then it is necessary to use this catalog as well as the GLC when you are in the main library.

Microfilmed Card Catalog (MCC) **Microfilm**

Locality Section
Surname Section
Subject Section



This is a microfilmed copy of parts of the Dictionary Card Catalog, and is used *at most branch libraries*. It does not include records acquired after 1977. It is different because it is divided into three sections: Locality Section, Surname Section, and Subject Section. *This catalog will also be replaced by the* GLC. Until this catalog is replaced you should use this as well as the GLC when you are in a branch library.

Genealogical Library Catalog (GLC) **Microfiche**

Author-Title Section
Locality Section
Surname Section
Subject Section

This catalog is on microfiche and is divided into four sections. It lists all records received and cataloged by the main library since 1979 as well as many records converted from the card catalog since that time. *Gradually, all of the records and materials will be listed in this catalog and the other two catalogs will be discontinued.* This catalog will be used at both the main and branch libraries.

Genealogical Library Catalog (GLC)

This catalog is the newest of the catalogs for the Genealogical Library and should be used first. The GLC is divided into sections. The microfiche in each section have colored stripes at the top for quick identification purposes. EAch record may be listed in all four sections of the catalog or only in one or two, depending on what the record is about. The four sections are:

1. Author-Title Section (green stripe)

   This seciton lists many of the records contained in the other sections but lists them here in alphabetical order by their author or title.

2. Locality Section (yellow stripe)

   This seciton lists records of localities such as countries, states, provinces, etc., in alphabetical order under the name of the locality.

3. Surname Section (red stripe)

   This section lists family names and the names of individuals that appear as the main subjects of family histories, newsletters, bibliographies, biographies, and other family records.

4. Subject Section (blue stripe)

   This section lists records of subjects such as Cherokee Indians, genealogy, Lutherans, etc. in alphabetical order.

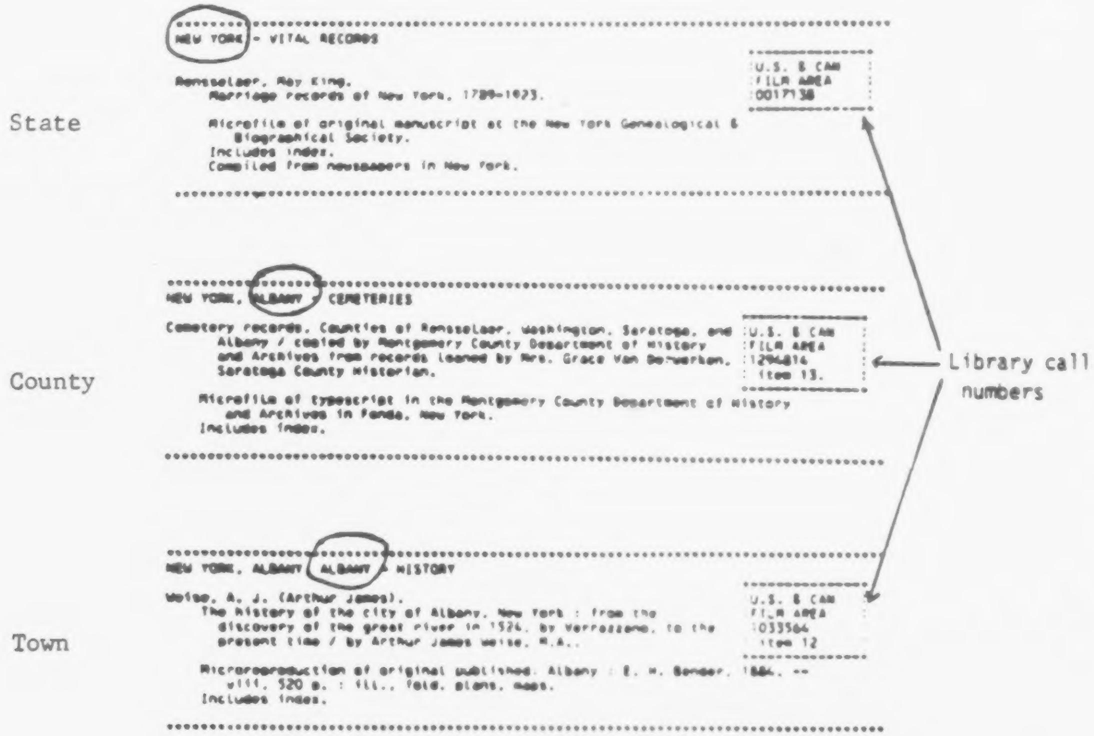
The class use will concentrate on only two of these sections: the Locality and Surname Catalogs.

The Locality Catalog. The Locality Catalog contains entries for all locality oriented books and microforms which have been cataloged since January 1, 1979, as well as many locality entries converted from the old card catalog since that time.

Entries on the Locality Catalog microfiche are divided into two general categories:

1. "See" references (These references direct the patron to the form in whcih the entry will appear in the catalog.)
2. Locality entries (Arranged in the following hierarchy):
   A. Country, U.S. state, or Canadian province
   B. County (or foreign equivalent) Arranged alphabetically.
   C. City or town (in alphabetical order under each county).

Localities are subarranged by subjects such as cemeteries, history, land and property, vital records, etc., as shown below.


State
County
Town
Library call numbers

NEW YORK - VITAL RECORDS

Rensselaer, Roy King.
Marriage records of New York, 1789-1923.

Microfilm of original manuscript at the New York Genealogical & Biographical Society.
Includes index.
Compiled from newspapers in New York.

U.S. & CAN
FILM AREA
0017138

NEW YORK, ALBANY - CEMETERIES

Cemetery records, Counties of Rensselaer, Washington, Saratoga, and Albany / copied by Montgomery County Department of History and Archives from records loaned by Mrs. Grace Van Derwerken, Saratoga County Historian.

Microfilm of typescript in the Montgomery County Department of History and Archives in Fonda, New York.
Includes index.

U.S. & CAN
FILM AREA
1294814
item 13.

NEW YORK, ALBANY, ALBANY - HISTORY

Weise, A. J. (Arthur James).
The history of the city of Albany, New York : from the discovery of the great river in 1524, by Verrazzano, to the present time / by Arthur James Weise, M.A..

Microreproduction of original published: Albany : E. H. Bender, 1884. -- viii, 520 p. : ill., fold. plans, maps.
Includes index.

U.S. & CAN
FILM AREA
033564
item 12

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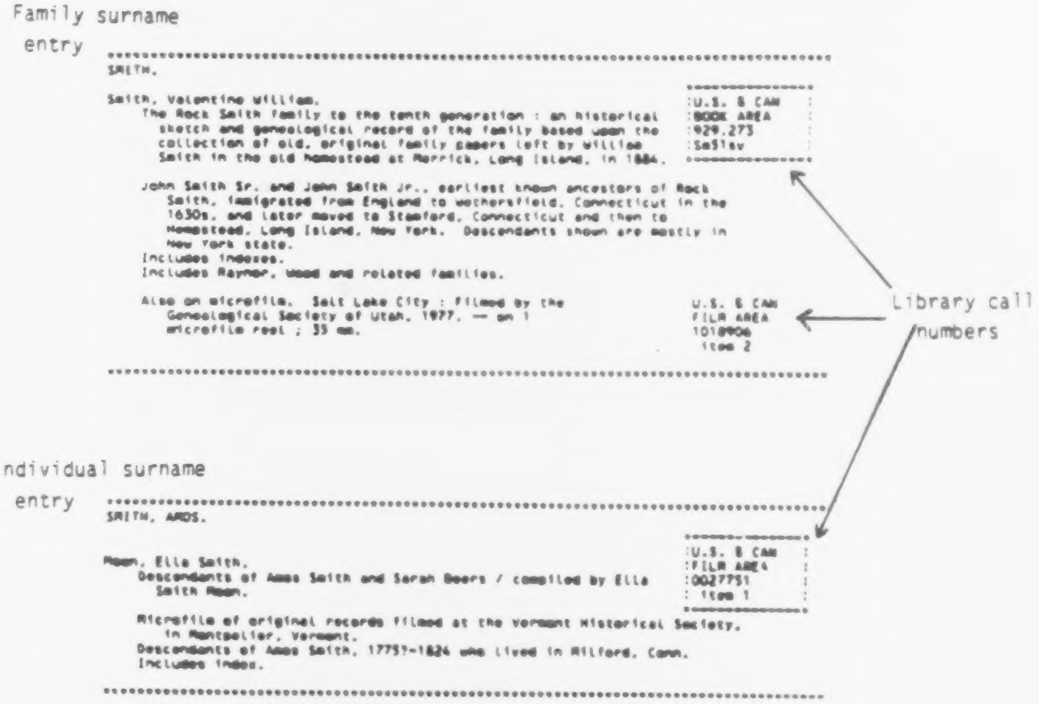
The Surname Catalog. The Surname Catalog is mainly a guide to finding family histories and biographies. It consists of entries for names of families or individuals that appear prominently as subjects in published or unpublished family histories and biographies. it is not an index to every name included in the books and microforms in the library's collections. The Surname Catalog includes entries for all new family history and biographical book and microform sources which have been cataloged since January 1, 1979. It also includes entries for many family histories and biographies converted from the old card catalog. Entries in the Surname Catalog are divided into two categories: (1) family surname entries, and (2) individual surname entries. The following examples were taken from the Surname Catalog and shows the two categories. Entries for individual surnames are filed immediately following the family entries for that surname.


Family surname entry
Library call numbers
Individual surname entry

```
SMITH.

Smith, Valentine William.                                    :U.S. & CAN
    The Rock Smith family to the tenth generation : an historical  :BOOK AREA
      sketch and genealogical record of the family based upon the  :929.273
      collection of old, original family papers left by William    :Sm51sv
      Smith in the old homestead at Merrick, Long Island, in 1884.

    John Smith Sr. and John Smith Jr., earliest known ancestors of Rock
      Smith, immigrated from England to Wethersfield, Connecticut in the
      1630s, and later moved to Stamford, Connecticut and then to
      Hempstead, Long Island, New York.  Descendants shown are mostly in
      New York state.
    Includes indexes.
    Includes Raynor, Wood and related families.

    Also on microfilm.  Salt Lake City : Filmed by the           U.S. & CAN
      Genealogical Society of Utah, 1977. -- on 1                FILM AREA
      microfilm reel ; 35 mm.                                    1010906
                                                                  item 2
```

```
SMITH, AMOS.
                                                                 :U.S. & CAN
Moon, Ella Smith.                                                :FILM AREA
    Descendants of Amos Smith and Sarah Beers / compiled by Ella :0027751
      Smith Moon.                                                : item 1

    Microfilm of original records filmed at the Vermont Historical Society,
      in Montpelier, Vermont.
    Descendants of Amos Smith, 1775?-1826 who lived in Milford, Conn.
    Includes index.
```

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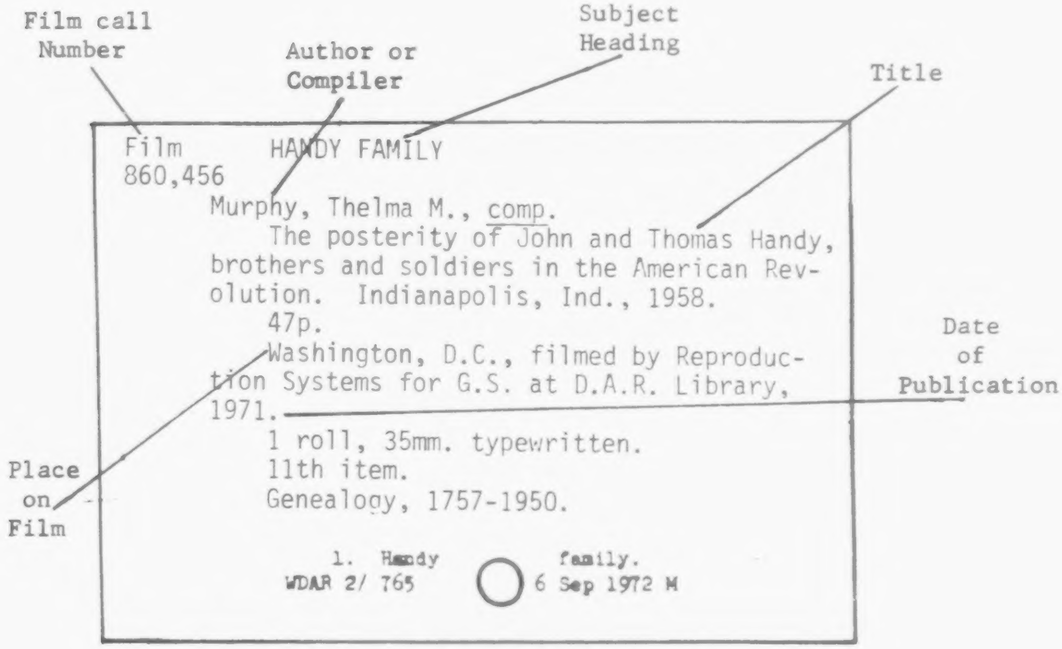
Surname entries for all Roman languages are arranged alphabetically as spelled. (Exception: Surnames beginning with Mcare filed as Mac.) Variant spellings of surnames appear in the catalog in their proper alphabetical sequence. Patrons searching for surnames beginning with De, La, Van etc., should be sure to check under De, La, Van, etc., as well as entries spelled out such as Delafield, LaGrange or Vanderbilt. For family surnames spelled as Van Dyke, Van der Pot, etc., check also Dyke, Van, or Pot.

Microfilmed Card Catalog (MCC)

This catalog is older than the GLC and should be used only when material cannot be found in the GLC. There are two parts to the MCC: The Surname Catalog and the Locality catalog.

Surname Catalog. Use this catalog in the same way as the Surname Catalog of the GLC. An example of an entry is as follows:

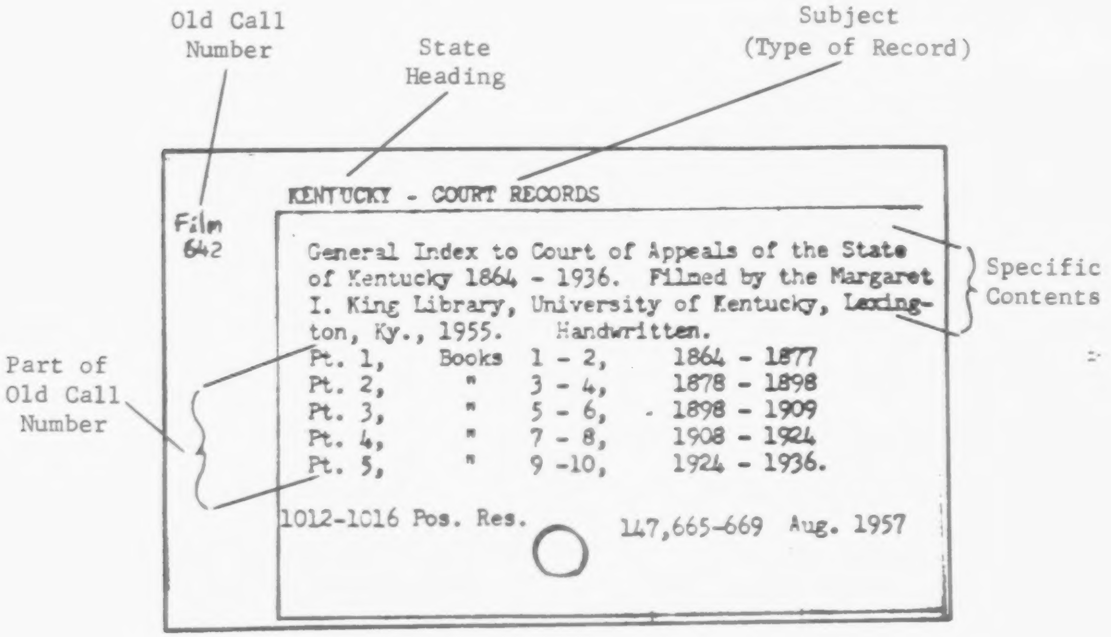


Film HANDY FAMILY
860,456
Murphy, Thelma M., comp.
The posterity of John and Thomas Handy, brothers and soldiers in the American Revolution. Indianapolis, Ind., 1958.
47p.
Washington, D.C., filmed by Reproduction Systems for G.S. at D.A.R. Library, 1971.
1 roll, 35mm. typewritten.
11th item.
Genealogy, 1757-1950.

1. Handy family.
WDAR 2/ 765 6 Sep 1972 M

Film call Number
Author or Compiler
Subject Heading
Title
Date of Publication
Place on Film

Locality Catalog. The key to success in using the locality catalog, as with the locality seciton of the GLC, is to watch the headings to make sure of being in the right locality. It is set up on jurisdictional levels by state, county and/or town and then by type of record as the subject. Examples are as follows:


Old Call Number
State Heading
Subject (Type of Record)
Specific Contents
Part of Old Call Number

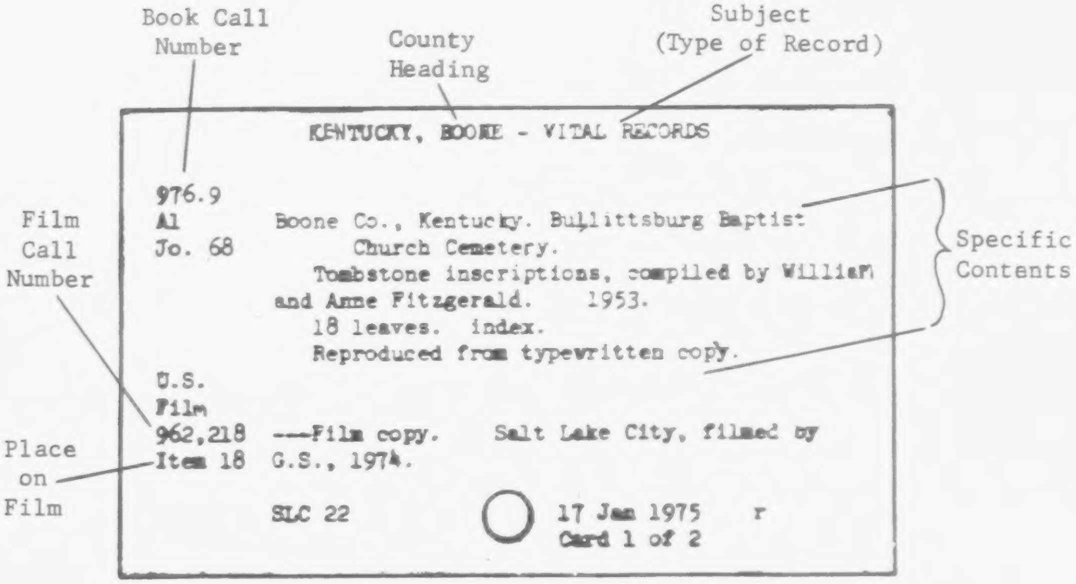
KENTUCKY - COURT RECORDS

Film
642

General Index to Court of Appeals of the State of Kentucky 1864 - 1936. Filmed by the Margaret I. King Library, University of Kentucky, Lexington, Ky., 1955. Handwritten.

Pt. 1,	Books	1 - 2,	1864 - 1877
Pt. 2,	"	3 - 4,	1878 - 1898
Pt. 3,	"	5 - 6,	1898 - 1909
Pt. 4,	"	7 - 8,	1908 - 1924
Pt. 5,	"	9 -10,	1924 - 1936.

1012-1016 Pos. Res. 147,665-669 Aug. 1957


Book Call Number
County Heading
Subject (Type of Record)
Film Call Number
Specific Contents
Place on Film

KENTUCKY, BOONE - VITAL RECORDS

976.9
A1
Jo. 68

Boone Co., Kentucky. Bullittsburg Baptist Church Cemetery.

Tombstone inscriptions, compiled by William and Anne Fitzgerald. 1953.

18 leaves. index.

Reproduced from typewritten copy.

U.S.
Film
962,218
Item 18

---Film copy. Salt Lake City, filmed by G.S., 1974.

SLC 22

17 Jan 1975 r
Card 1 of 2

Library Use Assignment # 3

USING LIBRARIES

Name____Class Time____________

This assignment is a follow-up to the discussion on using the library materials catalogs. It is designed to determine if the student objectives have been met. It is in two parts: classification systems and library catalogs.

Classification Systems

A. Using the Library of Congress classification system find the letters that are assigned to the following topcs:

1. Census records (statistics) _________
2. Local history in the U.S. _________
3. Genealogy _________
4. Newspapers _________
5. Study of handwriting (paleography) _________

B. Using the Dewey Decimal classification system find the numbers to the second summary for the following topics:

6. Census records (statistics) _________
7. Local history in the U.S. _________
8. Genealogy _________
9. Newspapers _________

C. List the three ways used to look up material in a library catalog.

10.

11.

12.

D. In doing genealogical research, name the most important designation for looking up material in a library catalog. (It is a subject search).

13.

E. Give an example of all three types of call numbers:

14. Dewey Decimal ______________________________

15. Library of Congress _________________________

16. Accession number ___________________________

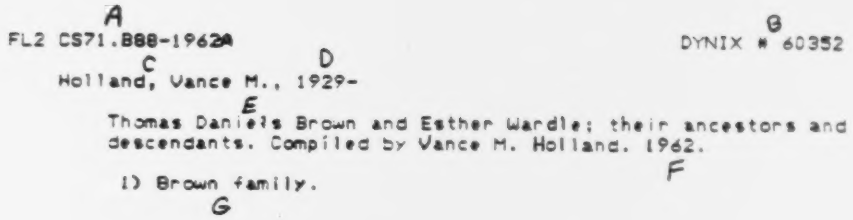
Library Catalogs

General

A. Match the following characteeristics with the appropriate library catalog.

Catalog	Characteristic
17. On-line __________	a. Dictionary type
	b. Newest catalog at Genealogical Library in SLC
18. LRC Microfiche __________	
	c. Main Catalog at Ricks
19. GLC __________	d. Author/title only
	e. Back-up catalog at Ricks LRC
20. MCC __________	f. Older catalog at Genealogical Library in SLC

B. Correctly identify the elements on the following catalog entries:



FL2 CS71.B88-1962A DYNIX # 60352

Holland, Vance M., 1929-

Thomas Daniels Brown and Esther Wardle; their ancestors and descendants. Compiled by Vance M. Holland. 1962.

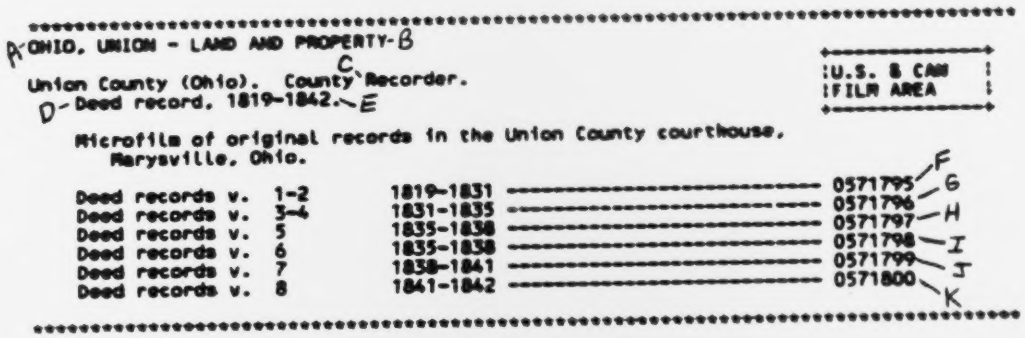
1) Brown family.

21. Title ____________

22. Author __________

23. Date of publication __________

24. Call number ____________


A
B
C
D
E
F
G
H
I
J
K

OHIO, UNION - LAND AND PROPERTY

Union County (Ohio). County Recorder.
Deed record, 1819-1842.

U.S. & CAN
FILM AREA

Microfilm of original records in the Union County courthouse, Marysville, Ohio.

Deed records v. 1-2 1819-1831 ---------- 0571795
Deed records v. 3-4 1831-1835 ---------- 0571796
Deed records v. 5 1835-1838 ---------- 0571797
Deed records v. 6 1835-1838 ---------- 0571798
Deed records v. 7 1838-1841 ---------- 0571799
Deed records v. 8 1841-1842 ---------- 0571800

25. Type of record ____________

26. Jurisdiction covered ____________

27. Years included ____________

28. Call number for 1839 ____________

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On-line Catalog

A. Using the Topical KEYWORD Search (#1):

1) Type in the word "Genealogy"

29. Approximate number of titles ___________

30. Number of titles found ___________

2) Type in the words "Genealogy Virginia"

31. Number of titles found (combined) ___________

32. Number of titles displayed on screen ___________

3) Type in the words "Genealogy Virginia Grayson"

33. Number of entries found ___________

4) Type in the words "Brown Family"

34. How many entries were found that were family histories or genealogies on the Brown family ___________

LRC Microfiche Catalog

A. Using the Title/Author Catalog:

Look up the title The Researchers Guide to American Genealogy.

35. The Author is ____________________________________

36. The call # is ____________________________________

2) Look up the Author George B. Goode.

He wrote a family history.

37. The title is ____________________________________

38. The call # is ____________________________________

B. Using the Subject Catalog:

1) Look up the locality of Washington County, Virginia and find a history.

39. The title is______________________________________

40. The call # is ____________________________________

2) Look up a locality (county-state) of your selection.

41. Results of search:

GLC

A. Using the Locality Catalog at the U.S. reference table, look up probate records for Ottawa County, Ohio:

42. Time period covered__________________________________

43. Call number for the index up to 1896 ______________________

B. Using the Surname Catalog, look up the name of Wilkins:

44. How many entries under this surname _______________________

MCC

A. Using the Locality Catalog at the U.S. reference table, find the marriage records of Hardy County, West Virginia:

45. Subject heading on card __________________________________

46. Time period covered _____________________________________

47. Call number for records covering 1825 _____________________

Library Reading # 4

REFERENCE MATERIALS AND LIBRARY SERVICES

Introduction

There are certain basic reference materials which should always be used by those doing genealogical research. Using these services is a first-step procedure before diving head-long into original historical records. There are also several library services, which if used, can save the researcher much time and effort in his work.

Student Objectives

At the conclusion of this unit of instruction students will be able to identify certain basic reference tools necessary for genealogical research. They will also be able to specify the type of information given by these reference works. Students will also understand the services libraries render that will aid them in their research efforts.

SELECTED GENEALOGICAL REFERENCE MATERIAL

Locality Aids

Gazetteers

Gazetteers are some of the most helpful locality references for genealogy. Another name for gazetter is place-name dictionary.

These books include a variety of information, such as the locations of places on maps, population, political or geographical jurisdictions, major businesses or industries of the area, historical information about the origin or naming of the place, etc.

Using such a reference is one of the first steps in doing genealogical research. The locality MUST be properly identified before attempting to do research in the records of that locality. Gazetteers are usually centered around certain jurisdictions such as the world, a country, a state, or a region (e.g. The Columbia Lippincott Gazetteer of The World; The National Gazetteer; Gazetteer of New Jersey; etc.)

In addition, specialized subject gazetteers, such as historical gazetteers, genealogical gazetteers, or political gazetteers are available. Some do not use the word gazetteer in the title, but yet give similar data (e.g. Topographical Dictionary of England; Webster's Geographical Dictionary, etc.).

As these references are used, the preface or introduction should be read to discover how they are organized, the slant of the treatment, and abbreviation meanings. To locate a gazetteer in a library, consult the library subject catalog under the appropriate jurisdiction name (e.g. country, state, etc.) along with the word gazetteer, directory, geography, etc. (e.g. New Jersey--Gazetteer).

Local Histories

Local histories are used as reference material for genealogy, as they can give important facts and dates dealing with local events. These in turn affect the records that were kept. For example, if a county courthouse burned down, its records were probably destroyed. This event could explain why difficulties may arise when trying to find existing records for that area.

For genealogical purposes, local history is defined as being town or county histories. Sometimes a state history may help, but it is usually too broad. To find a local history for the area of interest, consult the library subject catalog under locality name (e.g. Clinton, Ohio--History or Ohio, Clinton Co.--History). Local histories may also be available through interlibrary loan.

Maps

Maps are critical for genealogy. It is important to see where the place of interest is located in relation to other places. Any map may help, but historical maps are most useful. They represent the locality as it was closer to the historical time period that one's ancestors were there.

Atlases

An atlas is a collection of maps bound together in book form. Again, historical or genealogical atlases may be the best to use. Both maps and atlases can be located by consulting the subject catalog under the jurisdiction name (e.g. Alabama--Maps or Alabama--Atlases). One may have to settle on a map or atlas of a higher jurisdiction for a smaller place.

Guidebooks/Handbooks

Other reference books may also help with locality information. For example, if one's ancestors came from Czechoslovakia, the World Book Encyclopedia lists useful information as to when the country came into being, where the boundaries are, and what the area was called previous to World War I. For the United States, the Handy Book for Genealogists is an excellent handbook. It lists information on the county level for each state including date of creation, parent county, county seat, etc. Also for the United States, the Ayer Directory of Publications has a nice section with maps of every state in the Union showing county boundaries. These are only three examples of many guidebooks that are in existence to help those doing genealogy.

Other Reference Aids

Genealogical Textbooks

Genealogical textbooks are sometimes called the "how to" books. They often give detailed information on how to use certain records in given localities, how to organize research, or how to contact relatives, etc. Some books attempt to treat the field generally, and others deal specifically with one country or one type of record.

Specialized Indexes

Indexes exist for almost every kind of record or group of records, including published books. The person doing genealogical research needs to be aware of this possibility so he will not spend endless hours searching a record for which there may be an index. Some of the most noted type of specialized indexes are the indexes to the United States census records.

Bibliographies

Bibliographies can be one of the most helpful references for genealogical research. They will vary from a listing of genealogical books in print or available to lists of library or other repository addresses.

Biographical Sources

Many biographical reference books exist. Even though these sources are usually highly selective about who is included, the genealogical researcher should not overlook them. The most common of these, are the "who's who" books. (e.g. Who's Who in America or Who's Who in the West). However, there are also who's who books dealing with leaders or prominent people in government, religion, and various professional fields. Many of these books do not contain the title "who's who" but rather words like "biographical dictionary", "notable women" or "important men," etc. A helpful index to many of these sources is the Biography and Genealogy Master Index series. They are available on the first floor of the LRC on the index tables.

LIBRARY SERVICES

Photocopy Services

In doing genealogical research, photocopy service becomes extremely important. Being able to photocopy material from books, microfilm or microfiche can save hours of handcopying as well as prevent possible copying errors.

Research Consultants

Not only can genealogy librarians assist with research, but competent professional genealogists are available as well. Their services can range from advising on research problems to doing all the research.

Branch Genealogical Libraries

The Genealogical Library in Salt Lake City, Utah, has over 500 branch libraries throughout the U.S. and in foreign countries. These branch libraries are allowed to borrow from the microfilm collection. This service makes the largest genealogical collection in the world available to millions of people. The material must be requested and handled by one of the branch libraries.

Interlibrary Loan

Interlibrary loan (a different service than described above with the branch genealogical libraries) is a service whereby public and academic libraries all over the country join together in a network to loan each other their materials. This service provides access to materials which would otherwise be unavailable. Books as well as magazine or newspaper articles can be obtained. However, some libraries will not loan rare or out-of-print materials. Others will not loan any genealogical books, though they will loan the microfilmed copy of the books. Some also provide copy service of their material.

Library Use Assignment # 4

GENEALOGICAL REFERENCE MATERIAL

Name____Class Time______________

This assignment is a follow-up to the discussion on selected genealogical reference materials. It is designed for the purpose of determining if the student objectives have been met.

A. Select an ancestral settlement from the pedigree chart and look it up in a gazetteer. Record what is found:

1. Name of place ______________________________________
2. Title of Gazetteer ____________________________________
3. Information found (if lengthy, summarize):

B. Find the same locality on a map.

4. Title of Map/Atlas______________________________________
5. Xerox the map, circle locality and attach to this sheet.

C. Select a county in a state from where an ancestor came and find the date that the county was created (Hint: back in the reading handout, a specific reference book was mentioned). If everyone came from a foreign country, look up your current home county or use Henry County, Georgia.

6. County and State____________________________________

7. Year of Creation____________________________________

D. Find a genealogy reference book that gives information dealing with how to do genealogy in a country of interest.

8. Country____

9. Name of reference___________________________________

____

10. Author____

11. Call #____

E. Use the Biography and Genealogy Master Index series of indexes (located on first floor LRC on the index tables) and look up your own surname. If it is not listed, choose another surname.

12. How many people are listed?____________________________

13. List the title where one of the biographies can be found.

____

Library Reading # 5

SEARCH STRATEGY

Introduction and Student Objectives

Once a student has become familiar with basic genealogical sources and has learned how to use libraries effectively, he is ready to plan his search strategy; a process sometimes referred to by genealogists as pedigree analysis.

At the conclusion of this unit of instruction students will be able to identify appropriate sources to use in solving specific genealogical problems. They will also be able to outline appropriate procedures to accomplish the searches using library materials and other resources.

Search Strategy

The student's selection of resources to solve genealogical problems will be based upon his knowledge and past experience. Consideration should always be given to the three most important criteria of genealogical sources when planning research: time period, content, and availability.

As a student looks at the information already on the pedigree chart or family group record, he can quickly see what data is missing and begin to make decisions about what records may contain the needed information. He then obtains the needed record on microfilm to search himself; or, if it is not available in that form, he will write to someone, such as a county clerk, librarian, minister or record agent, to do the search for him. The researcher's purpose is not always to find new, unknown information; he may be trying to verify questionable data, or he may simply be documenting that which he has received by word of mouth. Whatever the rationale for his searches, they should be thoughtfully planned and methodically carried out. Any new information obtained should then be critically evaluated.

One helpful way for a student to plan his research is to use the "Information Analysis Form." This form helps the student focus on the specific record to use, what information is expected from the record, and how the record will be obtained. A copy of this form is attached. Once a student becomes more proficient in genealogical research, he may not want to continue using the analysis form. However, there are a variety of other search forms that can be used by the genealogical research to help organize the work.

INFORMATION ANALYSIS FORM

Ancestral Name or Family Group of ______________________________

Record to use:	Information expected:	How to obtain record:

Library Use Assignment # 5

SEARCH STRATEGY A

Name_______________________________________Class Time___________

This assignment is a follow-up to the discussion on search strategy or pedigree analysis. It is designed for the purpose of determining if the student objectives have been met.

A. Record the following information, which came from a variety of family sources, on a family group sheet (use page 130 in the workbook).

Husband: Stephen Mills
born: 1816 in Reddich, Worcester, England
father: John Mills
married: 1840

Wife: Harriett
born: 1821 in Ipsley, Warwick, England
father: William

Children: Emma born: 1842

George born: 1852 in Birmingham, Warwick, England
married: 1874
died: 20 Dec 1875 in Salt Lake City, Utah

B. Outline on the following "Information Analysis Form" five appropriate records to obtain which will give new information for the family group sheet. The five records must represent at least two of the following record categories: vital records, church records, census records, probate records, land records or military records.

Library Use Assignment # 5

SEARCH STRATEGY B

Name____Class Time____________

This assignment is a follow-up to the discussion on search strategy or pedigree analysis. It is designed for the purpose of determining if the student objectives have been met.

A. Record the following information, which came from a grandson, on a family group sheet (use page 130 in the workbook).

Parents: Jeremiah Shillingford
born: Jan 1846 in Franklin, Indiana
died: 13 May 1925 in San Francisco, California
married: 1867 in Indiana

Lydia
born: 1849 in Ohio
died: 10 Mar 1899 in Newton, Harvey, Kansas

Children:

1. Charlie E. born 24 Nov 1868 in Madison Co., Indiana
   married Naomi died 3 Dec 1928 in Colorado
2. Elmer J. born 27 Apr 1871 in Madison Co., Indiana
   died as a baby
3. Cora Catharine born 4 July 1873 in Madison Co., Indiana
   died as a baby
4. William W. born 19 Oct 1875 in Morgan Co., Indiana
   married Maime
5. Laura Eliza born 5 Aug 1878 in Morgan Co., Indiana
   married Walter Carpenter died 4 Apr 1922 in Oregon
6. Letta May born 13 July 1881 in Harvey Co., Kansas
   married Albert Welch
7. Anna Belle born 13 Dec 1883 in Harvey Co., Kansas
   married Hans Peter Jensen Christensen

B. Outline on the following "Information Analysis Form" five appropriate records to obtain which will give new information for the family group sheet. The five records must represent at least two of the following record categories: vital records, church records, census records, probate records, land records or military records.

Library Use Assignment # 5

SEARCH STRATEGY C

Name____Class Time______________

This assignment is a follow-up to the discussion on search strategy or pedigree analysis. It is designed for the purpose of determining if the student objectives have been met.

A. Record the following information, which came from an obituary notice, on a family group sheet (use page 130 in the workbook).

OBITUARY from the Woodson County Journal, a weekly newspaper published in Yates Center, Woodson County, Kansas from the issue of Thursday, January 6, 1927.

Adolphus Singleton was born in Van Buren County, Iowa, February 15th, 1839. He lived there with his parents until 1855, when the family moved to Scotland County, Missouri, his mother having died the year before. His father died in the fall of 1860.

On December 11, 1862, he was united in marriage to Mary Sayer and lived in Missouri until December, 1875, when he and his family moved to Wilson County, Kansas, where they lived until 1884, when the moved to Woodson County and purchased a farm on Dry Creek, north of Toronto where they lived until 1905, when they moved to Yates Center, where he lived until the time of his death. Mr. Singleton, during the years of his active life, engaged in farming and stock raising, in which business he was very successful.

Nine children were born to Mr. and Mrs. Singleton, viz: Henry Ward, Stephen Clark, Mather Q., Louis G., Phena Mae, Fannie L., Adolphus Roy, Walter Dorr and Thomas Ray. All are living except two. Fannie L. died August 24, 1876, and Henry Ward August 26, 1877. His wife, the companion of his youth, died at the home in Yates Center April 25, 1912.

Mr. Singleton died at his home in Yates Center, December 29, 1926, age 87 years 10 months and 14 days. He leaves to mourn his departure seven children, thirteen grandchildren, five great grandchildren, one brother, S. M. Singleton of Benedict, Kansas, and one sister, Triphena Haddock of Lawrence, Kansas.

Funeral services were held at the family residence in Yates Center, December 30, 1926, conducted by Elder G. H. Lamb, for many years a personal friend of the deceased, assisted by his pastor, Rev. C. O. Banta. The pallbearers consisted of four of his sons, Clark, Guy, Roy, Mather Q., and two grandsons, Louis and Dolph.

B. Outline on the following "Information Analysis Form" five appropriate records to obtain which will give new information for the family group sheet. The five records must represent at least two of the following record categories: vital records, church records, census records, probate records, land records or military records.

APPENDIX M

INSTRUCTIONAL MODEL

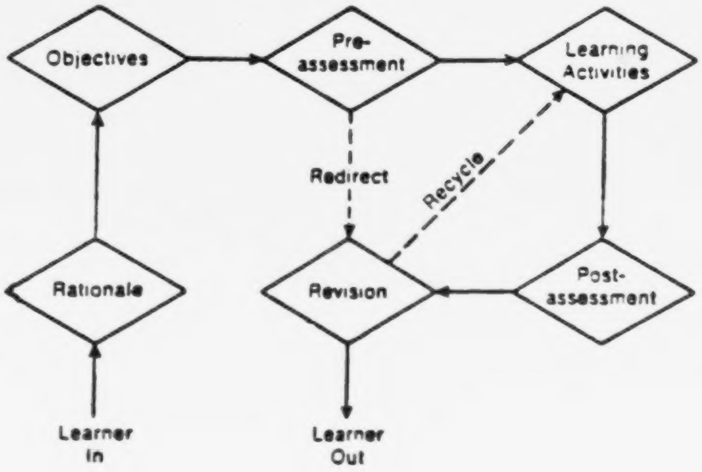
221-222

BARTON R. HERRSCHER

Although the systems approach to instruction is a comparatively new concept to many educators, it does not represent new thinking. Ralph Tyler conceptualized such an approach to instruction as early as 1935. Shortly thereafter the military demonstrated the feasibility and effectiveness of this approach. Recently, the field of education has seriously considered its implications and applications and has begun to implement systematic approaches.

The systems approach as conceptualized here [1] involves six basic steps: (1) rationale, (2) specific instructional objectives, (3) pre-assessment, (4) learning activities, (5) post-assessment, and (6) revision. These steps can be combined to produce a viable and efficient learning system where success can be demonstrated by measurable learner achievement.

An Instructional System


Objectives
Pre-assessment
Learning Activities
Redirect
Recycle
Rationale
Revision
Post-assessment
Learner In
Learner Out

The view of an instructional system shown here is at the operational rather than the theoretical level. In essence, it is a map that charts the

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A Systematic Approach to Instruction

Barton R. Herrscher

BIOGRAPHICAL SKETCH

Neal Shupe Southwick was born in Ogden, Utah on 13 December 1941, to Harold Southwick and LaCelle Shupe. The family moved to Willits, California in 1948, with Neal graduating from high school in 1960. He filled a two year mission for his church (Mormon) between 1961 and 1963. Following his mission release he attended LDS Business College in Salt Lake City for one year. He married Marilyn Bitter on 17 June 1965, and they have had eight children.

Neal has earned an A.S. degree in genealogy (1967), a B.S. degree in genealogy (1969), and an M.L.S. degree in library science (1971), all from Brigham Young University. While an undergraduate at BYU he was chosen as the outstanding senior in The College of Industrial and Technical Education, graduating "cum laude" in 1969.

Neal came to Ricks College to teach genealogy in the fall of 1969. Besides teaching at Ricks College, he has traveled on Education Weeks for BYU, taught at many family history and genealogy seminars, and was a guest lecturer at the World Conference on Records in 1980. He has published one family history book, three college workbooks amd several articles. Among the genealogical organizations to which he belongs are The National Genealogical Society (US) and the Society of Genealogists (England). He has traveled to Europe twice, three weeks in 1972 and six months in 1976, teaching as well as doing genealogical research.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Neal S. Southwick. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a "Major Applied Research Project for the degree of Doctor of Education at Nova University.

June 19, 1985
(date)

Elizabeth L. Van Dalsem
Dr. Elizabeth Van Dalsem
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

July 5 1985
(date)

Martha Nawy
Dr. Martha Nawy
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

July 19, 1985
(date)

Dr. Phil DeTurk
Central Staff Committee Member

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Junior Colleges JAN 2 1987